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"Joyous and painful steps sometimes go hand in hand"

Montana's Teacher of the Year for 1992

Nancy Stucky is a team player. In fact, when asked how it feels to be Montana's new Teacher of the Year, she hastens to credit her team of teachers, principal, school psychologist, and others for the honor.

For all her team spirit, however, Stucky's individual contributions to education have made her stand out from the crowd. In October, a selection committee composed of a parent, an educator, and the 1991 Teacher of the Year, Debbie Leeds, chose her from among four finalists as Montana's Teacher of the Year for 1992.

As the resource room teacher for Sandstone Elementary in Billings, Stucky works with children with a variety of learning disabilities. She has a particular fascination for children with Attention Deficit Disorder (ADD). Attention Deficit Disorder is a biological problem involving an area in the brain that does not produce enough neurotransmitters. Children with the disorder "get scrambled messages," Stucky explains. "They are distractible, impulsive, and inattentive." Some are hyperactive; others are underactive. "They are often the children who are called 'space cadets,'" Stucky says.

In working with ADD children, Stucky has a special edge: She herself had attention problems as a youngster. "I was always being tested because I was such a daydreamer," she recalls.

Her personal experience gives her a unique understanding of kids with ADD and allows her to be a role model for them. "It brings me a lot of excitement to work with these students," she says. "I can say, 'I know what you're doing. I was you growing up. Look what you can do.'"

Stucky says her ultimate goal for each child "is that he or she becomes a self-directed, responsible, and productive member of society with a pride in his or her own unique individuality."

In her efforts to meet that goal,



Where's a good audiologist when you need one? It depends on where you are. Story on page 6.

Third Eye Photographics: Craig Sharpe

Stucky works with each child to discover the keys that unlock his or her unique learning style. Her success has made her a model for teachers on local, state, and national levels.

One particularly successful method Stucky uses is called, appropriately, "Project Success." This National Diffusion Network creative writing program was originally designed for gifted students, but Stucky recognized that its techniques would also work well with her special needs students.

Stucky adapted Project Success for her resource room students to enhance their writing and increase their

Nominations are open for Montana's next Teacher of the Year

The Office of Public Instruction is now accepting nominations for Montana's next Teacher of the Year. Teachers must be nominated by a letter from an administrator, teacher, parent, or other interested individual. The Office of Public Instruction will then send an application packet to each nominated teacher.

Deadline for nominations is March 1, 1992. The Teacher of the Year will be chosen in May 1992.

Please send letters of nomination to Marlene Wallis, OPI, State Capitol, Helena, MT 59620.

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Second Class
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Message from Nancy Keenan

I recently traveled to Atlanta, Georgia, to meet with my counterparts from across the nation at a Council of Chief State School Officers conference. Some of the discussion I heard at that conference sent yellow "caution" lights flashing in my head.

The Council of Chief State School Officers, following the lead of the president and his national goals, appears to be moving steadily in the direction of supporting standardized national assessment.

The trend toward national assessment concerns me. I don't object to assessment itself. Assessment is important. But I am concerned about the way national assessment has taken over the driver's seat in the discussion of educational reform. I fear that the more we focus on testing, the less attention we will pay to the real issues that impact education.



To me, one of the most critical educational issues is the condition of children in this nation. One third of our preschool children are destined to fail in school because of poverty, neglect, sickness, handicapping conditions, and lack of protection and nurturing.

More testing will not feed the children who come to school hungry, nurture the children with shattered self-esteem, or protect children

from abuse or neglect.

National assessment reminds me of the rancher who was preparing to take one of his sheep to market. The rancher weighed the sheep and found it didn't weigh enough. So he got another scale and weighed it again. The sheep still didn't weigh enough, so the rancher waited a day and weighed the sheep again. Not only had the sheep failed to gain weight, it had lost weight.

The rancher completely missed the point that, in order to get desirable results on the scale, he needed to *feed the sheep!*

It is hard to imagine that more testing will improve education unless we feed our schools the necessary resources to meet the needs of children.

I have other concerns about national assessment. How would it affect Montana's tradition of local control of education? Would national assessment be accompanied by national standards and a national curriculum? How would that affect Montana's ability to implement our own excellent standards? In Valier, Montana, seventh and eighth graders are learning freshman algebra. They are light-years ahead of kids their age in many other states. Would a national curriculum require Valier, and the rest of Montana, to sink to the lowest common denominator?

Montana already leads the nation in several national tests. We are third highest in ACT scores, highest in the Armed Services Vocational Aptitude Battery, and this year our eighth graders took top honors in the National Assessment of Educational Progress. Do we really need more testing? Or should we concentrate our efforts on "feeding the sheep"?

National assessment promises to be one of the top educational controversies of this decade. We, as Montana educators, need to stay aware and involved as this issue unfolds.

Nancy Keenan

1992 Teacher of the Year finalists share their philosophies of teaching

"Teaching is an art, a craft, and a science that needs constant attention. In order to teach children well, we must continue to learn. We must dream for the children and speak for them. We are powerful because our cause is powerful—the future of America. Only through education can we guarantee the expansion of human dignity and opportunity." (Jane Slattery, Helena)

"Families are changing. That means we have more to teach and more children who are difficult to teach. There are now 52 nonacademic issues schools are responsible for, from day care to suicide prevention. I am trying to be part of the solution. What I want to do

for each of my students is to have them leave my classroom feeling good about themselves." (Margo Voermans, Missoula)

"When a parent leaves his or her child with you, that parent is giving you a gift that means more than life itself. I believe each teacher has the responsibility to teach, model appropriate behavior, counsel, and provide a happy, positive atmosphere where each child feels safe, secure, and motivated to learn. A classroom should be like a book. When you read an excellent book, you don't want to put it down. That's how education should be. It should be so thrilling that you never want to quit." (Richelle Selleck, Billings) ■

Montana Teacher of the Year 1992

(Continued from page 1)

vocabulary. Her work in this area is currently the topic of a study being done by "The Excellence Network" on a national level. Sandstone has been selected as a national model for using Project Success both for gifted students and for students with disabilities.

Stucky sees her role as a teacher as being a facilitator, advocate, and "safe haven" for each of her students.

"This is by no means easy to accomplish," she says. "Joyous and painful steps sometimes go hand in hand. Rarely a day passes that I do not marvel at the won-

derful diversity, complexity, and individuality of each student to whom I am entrusted as 'teacher.'"

Montana's annual Teacher of the Year program honors a Montana teacher who characterizes the best of the teaching profession.

In addition to Stucky, the three other 1992 Teacher of the Year finalists were Margo Voermans, who teaches third grade in Missoula; Jane Slattery, a high school business and English teacher in Helena; and Richelle Selleck, a kindergarten teacher in Billings. ■



Teacher of the Year finalists, left to right: Margo Voermans, Richelle Selleck, 1991 Teacher of the Year Debbie Leeds, Jane Slattery, Nancy Stucky.

Certification update

The Montana Board of Public Education has recently added the areas of *computer science* and *English as a second language* to the list of acceptable endorsements. The University of Montana has an approved program for English as a second language. No Montana colleges are approved to offer computer science programs as yet, but the endorsement is available for teachers completing approved programs out of state. A committee is currently being organized to review applications from teachers desiring the computer science endorsement. The committee will make recommendations for approval of the computer science endorsement based on specific criteria yet to be established. Further information will be available after January 1, 1992.

The foreign language endorsement will become a K-12 level endorsement beginning July 1, 1992. After that date, initial endorsement and reinstatement of lapsed certificates with foreign language endorsements will require applicants to round out their secondary foreign language programs to K-12 level. A foreign language endorsement on a current certificate will remain at 7-12 or 5-12 levels, depending on the program completed.

The 1991 legislature raised the certification fee to \$6 per year. Therefore, renewal of the Class 1, 2, and 3 certificates now requires a fee of \$30. As a result of other legislative action, the health examination is no longer required for certification.

Don't forget!

Beginning with Class 3 Administrative certificates expiring in 1992, six quarter (four semester) credits will be required for renewal in addition to a year of successful experience. Renewal of the Class 1 Professional teaching certificate will require the same number of credits beginning in 1995. ■

—Marilyn Roberts
OPI Certification Specialist

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POSTMASTER: Send address changes to Office of Public Instruction, State Capitol, Helena, MT 59601.

Youth Risk Survey concludes schools need to provide comprehensive health education

Life is a risky business for many Montana students. Too many. That's one of the conclusions of the 1991 Youth Risk Behavior Survey Report released by the Office of Public Instruction this fall. According to the report, "It is clear...that youth in Montana engage in behaviors which put them at risk for the most significant health and social problems that can occur during adolescence and adulthood."

"A myth has persisted in rural states that our students are safer from risk-taking behaviors than city kids," said Superintendent of Public Instruction Nancy Keenan in releasing the report. "This survey exposes that myth for what it is—wishful thinking. We have our work cut out for us. We must teach our students to avoid taking risks that can destroy their health. Most serious adolescent health problems, from drunk driving to AIDS, are linked to preventable behaviors. Preventing those behaviors means teaching students skills such as positive self-esteem, decision-making, and choosing a healthful life style."

Keenan said schools need to build health education into every aspect of academic education from kindergarten through grade 12. "We can't expect academic success from our students if their health is in jeopardy," she said.

The Office of Public Instruction will use survey results to help schools implement comprehensive health curricula. "Many Montana schools are already moving in the right direction with health education," Keenan said. "But much work remains to be done. The Office of Public Instruction is ready to help schools meet their students' needs."

The report, which has received widespread media attention throughout the state, will also be used to mobilize community support for comprehensive health education programs in schools.

The Youth Risk Behavior Survey was a voluntary and anonymous survey administered to nearly 13,500 students (grades 7-12) in 137 Montana schools in spring 1991.

The survey shows that Montana youth are at risk in six areas: 1) behaviors resulting in intentional and unintentional injuries; 2) tobacco use, 3) alcohol and other drug use; 4) sexual behaviors resulting in unintended pregnancies and sexually transmitted diseases, including HIV infection; 5) dietary behaviors; and 6) lack of physical activity.

What are schools doing to address youth risk problems?

The Youth Risk Behavior Report was released in conjunction with the School Health Education Report, which shows what Montana schools are offering

students in the way of health education that will help them avoid risk-taking behaviors. Here are some excerpts from that report:

- About 75 percent of schools with grades seven and eight provide HIV prevention education (an increase of nearly 20 percent over the previous year).
- Fewer than 40 percent of schools with grades 11 and 12 provide HIV prevention education (a decrease of about five percent from the previous year).
- Comprehensive school health education is provided in about 70 percent of schools with grades seven to 10; however, less than 10 percent of 11th- and 12th-grade classes provide health education.
- Skills for avoiding risk

behaviors related to HIV, other sexually transmitted infections, and unwanted pregnancies are taught in less than 39 percent of grades seven and eight and only about 10 percent of grades 11 and 12.

• According to current health education research, it may take as many as 35 hours of instruction during the school year to provide students with education to enable them to adopt healthy behaviors and avoid preventable diseases.

The report on the two surveys, entitled the "Montana Youth Risk Behavior Survey," has been sent to all Montana schools. For more information, contact Rick Chiotti, Health Education Specialist, Office of Public Instruction (444-1963). ■

"Terminator of couch potatoes" urges Montana students to trade TV and junk food for exercise

"Most of you know me as the Terminator," Arnold Schwarzenegger told Montana students during a visit to the state in October.

Now, he said, he has a new role: the terminator of couch potatoes.

Schwarzenegger, chairman of the President's Council on Physical Fitness, visited Montana briefly in October during a swing through the western states to promote physical fitness.

The body builder and film star visited with Superintendent of Public Instruction Nancy Keenan and Governor Stephens, talked with about 600 star-struck young fans at Four Georgians School in Helena, and participated in a rally at the state capitol.

"Our children are getting slower, sicker, and more overweight," Schwarzenegger said, citing govern-

ment statistics. He urged students to "stop the junk food, stop the TV," get exercise, and get their parents to exercise.

During Schwarzenegger's visit, Governor Stephens announced the formation of a new governor's council on physical fitness. ■



Arnold Schwarzenegger is greeted by Superintendent Nancy Keenan and Montana student Mike Freze of Deer Lodge.



The "terminator of couch potatoes" leads a group of Montana students in push-ups. Most of his young audience responded with an enthusiastic "yes" when Schwarzenegger challenged, "Can you stop watching TV and eating junk food?" A few realists, however, answered firmly in the negative.

How the Risk Behavior Survey was developed

The Montana Youth Risk Behavior Survey was modeled after the Youth Risk Behavior Surveillance System (YRBSS) developed by the Centers for Disease Control. The system was developed to focus the attention of the nation on behaviors that can lead to poor health and the need for comprehensive school health education programs that might prevent or reduce many of these behaviors among youth.

Development of the YRBSS began in the fall of 1988 with a review of the leading causes of death, illness, and social problems.

This review showed that most health problems experienced by youth, as well as adults, are caused by a relatively small number of preventable behaviors that can be divided into six categories: 1) behaviors resulting in intentional and unintentional injuries; 2) tobacco use, 3) alcohol and other drug use; 4) sexual behaviors resulting in unintended pregnancies and sexually transmitted diseases, including HIV infection; 5) dietary behaviors; and 6) lack of physical activity.

A youth risk behavior survey questionnaire was developed to monitor behavior risks in each of the six categories. The survey questionnaire is being used in biennial national, state, and local school-based surveys of high school students.

Montana first used this survey process in 1991. The next Montana Youth Risk Behavior Survey will take place in 1993.

Celebrating I Love to Read Month

February is I Love to Read Month in Montana, and now is the time to plan your school's celebration. Here are two ideas that could be adapted to any grade level. For more information about I Love to Read Month, contact June Atkins, Reading Specialist at the Office of Public Instruction (444-3664).



Books give us Wings.

Celebrate with a reading workout

Target Range School in Missoula flexed its reading muscles with a Reading Workout for last year's I Love to Read Month. The project not only promoted reading as a fun sport, it also provided a welcome break in the middle of a long winter.

Target Range devoted the first week of February to the Reading Workout, scheduling a wide variety of activities to involve the whole school. Workout clothes were the accepted dress code for students and staff alike. Parents got involved in many of the activities, too. Below are some of Target Range's Reading Workout activities:

- From 8:45 to 9:00 each day, the school had "Drop Everything and Read" time, involving the whole school, from the superintendent to the cooks.

- A reading marathon was held from 9:00 to 3:00 on Monday. Students from all grade levels enjoyed silent reading together in a comfortable "pillow" area.

- A nighttime story hour took place on Tuesday evening in the gym.

Over 200 parents and children listened to three professional story tellers. Everyone gathered around a tepee and indoor "campfire" to hear Indian coyote stories and other tales.

- On Wednesday, Parent Teacher Association members presented all the classes with bouquets of helium-filled balloons printed with a reading slogan.

- Students kept track of their "at-home" reading time for the week. A grand total of over 54,000 reading minutes was recorded and displayed on the school's outdoor display board.

- The librarian provided "celebrity readers" for classes. Celebrities included members of the University of Montana men's and women's athletic teams, the U of M Grizzly mascot, a school board member, and others.

- The school cooks prepared a special hot lunch featuring alphabet soup.

- On Thursday, the school had a Reading Beach Party, complete with deck chairs, a wading pool, umbrellas, and towels. Third, fourth, and fifth grades took "Reading Beach Breaks" during the day.

- Friday was Dress-up Day. Students and staff came dressed as their favorite book characters.

Take Quantas Flight 008 to Australia

Debra Kehler, a teacher at Ponderosa School in Billings, recently let her class take a flight of fancy in a project that could be adapted for I Love to Read Month.

Kehler used the "immersion process" for her project. Immersion, she explains, is an in-depth study that allows students to become totally engrossed in an area of exploration and learning. Students teach themselves and each other, while the teacher acts as a resource person and consultant.

Kehler used Australia as a focus for her class's immersion project. To begin the immersion, Kehler provided a multimedia blitz of resources on Australia for her students. Each of the resources emphasized specific skills. Resources included maps (reading, social studies, and math skills), literature from Australia (reading and language arts skills); resource books such as encyclopedias, atlases, periodicals, and dictionaries (reading, science, library, research, and organizational skills); and videos (listening, organization, and note-taking skills).

Students spent three days previewing resources. Then, each student chose a topic and direction of study. According to Kehler, the ability to make these choices helps students retain knowledge to a high degree.

Most students chose to study animals and Aborigines. Each student began the research process by generating and categorizing questions about his or her area of interest. They each developed a research folder that was color-coded based on such categories as habitat, behavior, eating habits, and interesting facts. As students did their research, they recorded data in the appropriate section of the research folder.

For the immersion's grand finale, students shared their research through oral and visual presentations.

According to Kehler, an essential component of the immersion process is the "social community of learners within the classroom and the resultant webbing of knowledge between those learners."

Kehler says the immersion process promotes responsibility and self-motivation. It creates real-world situations in which natural learning evolves. As a bonus, she says, "it allows children to reach their potential regardless of their traditional class standing." ■



Scenes from the Reading Workout. Left: a celebrity reader, the U of M Grizzly mascot, visited school to pitch reading. Above: students and staff cooled their heels during a Beach Party reading break. Below: students and staff dressed as book characters for Dress-up Day.



In addition to these all-school activities, individual classrooms devised their own fun activities. Older kids teamed up with younger ones for read-aloud sessions. The superintendent and principal read stories to classes and listened to students read. Classroom doors became book covers; bulletin boards advertising books and reading appeared on walls. Classes acted out stories. Viola Swamp from *Miss Nelson is Missing* made a surprise visit to one classroom. Students designed book marks and book jackets and wrote book reports and original stories. Reader's theatres were videotaped.

"A good time was had by all," says Barbara Alonzo, Chapter 1 reading teacher at Target Range. According to Alonzo, the school looks forward with enthusiasm to this year's Reading Workout. ■

MSU receives \$4.6 million grant to promote Indian science education

Where will America's next generation of research scientists come from? By the year 2000, minorities will comprise over one-third of the U.S. school-age population, and educators are looking to them to fill the gap. The least-represented people in scientific fields, according to Montana State University statistics, are American Indians.

Under a major National Science Foundation grant announced recently, MSU will be the center of an eight-state regional effort to

attract American Indians to scientific careers. The NSF has awarded the first million dollars in a \$4.6 million, five-year grant.

David Young, coordinator of biomedical research programs at MSU, and Patrick Weasel Head of MSU's American Indian Research Opportunities Program created the project proposal. John Amend of the MSU chemistry department and Arthur McDonald, President of Dull Knife Memorial College in Lambe Deer, are also collaborating on the project.

Young and his colleagues

sought the grant after developing the Alliance of States Supporting Indians in Science and Technology (ASSIST). During the next three years, the Montana educators will work with educators and tribal officials in Wyoming, North Dakota, South Dakota, and northern Minnesota. During the second phase of the project, they will involve Washington, Oregon, Idaho, and the remainder of Minnesota.

Young says this eight-state region is home to more than 300,000 American Indians and contains 18 of the nation's 24 tribally controlled community colleges. In Montana, American Indians account for over 10 percent of the elementary school population.

The regional network will focus primarily on the precollege level. It will place a heavy emphasis on making science attractive to elementary students through hands-on experimenting and innovative, creative teaching methods. An array of model activities will be used in school

systems with high American Indian student populations. The tribal colleges will play a key role in developing science-based programs for American Indian children attending reservation schools.

Robert Swenson, MSU Vice President for Research, said the ASSIST proposal was one of only two new projects funded out of 35 applications under this year's NSF career access program.

"We will have to produce results," said project coordinator Young. "The key words are accountability and measurable outcomes." In an earlier funding cycle, Young explained, the NSF funded 12 career access centers. After reviewing progress on those projects, the NSF terminated funding for three projects, cut funds in half for five others, and continued funding for only four.

"I believe ours is the first NSF project to focus on American Indians," Young said. "It is obviously the first to have the advantage of building on an in-place network of tribal colleges." ■

Bridges

OPI's school-business partnership pilot project ends on a high note

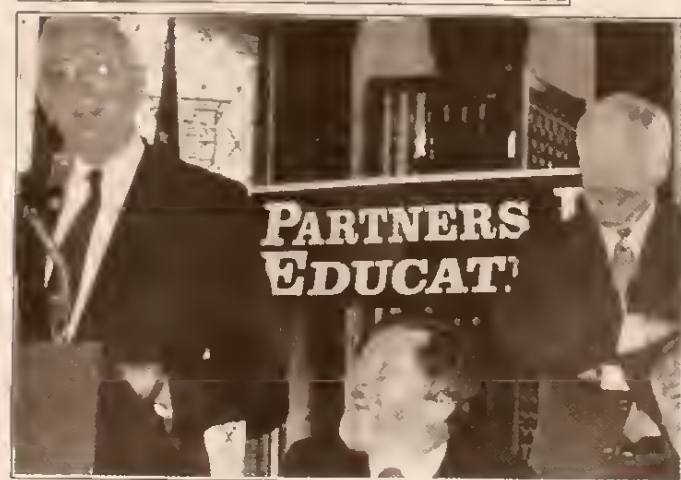
An Office of Public Instruction pilot project to develop school-business partnership models culminated recently in an enthusiastic celebration. The pilot project, called the Business Partnership in Education Program,

was spearheaded by Ann Ford, former OPI Elementary Education Specialist. Ford coordinated a series of school-business partnerships in the Helena area to create a model for linking schools and businesses. While the project used Helena as a testing ground, Ford helped coordinate partnerships throughout Montana.

The project's closing celebration luncheon

brought together representatives from the 22 Helena school-business partnerships. By twos, the partners regaled one another with heartwarming stories of their partnership experiences.

They told, for example, how Hawthorne School students came to think of the Federal Reserve Bank as "our



Representatives from school-business partnerships share their partnership experiences.

bank" as they sang in the bank cafeteria, decorated the bank with bulletin boards, and became pen pals with bank employees.

They told how special needs students at C.R. Anderson School developed self-esteem and learned responsibility during weekly trips to the local animal shelter, where they shared love with confined animals.

Other students at C.R. Anderson did a research project on student health for their partners at St. Peter's Hospital, while a C.R. Anderson teacher taught a class on effective letter-writing for hospital staff.

Helena Middle School students acted as job shadows for employees at Blue Cross-Blue Shield and learned about the link between learning and earning, while their partners learned how delightful it is to have students in the work environment.

Partners on both sides of the "learning-earning" equation talked about how they had developed a new appreciation for one another through working in partnerships. One businesswoman told the educators, "After working with school kids, I really appreciate what you do, because I couldn't do it every day!"

Although the pilot project is completed, the partnerships themselves will continue throughout Montana. ■

Field Notes

Bozeman superintendent proposes a new standard—love

When Superintendent of Bozeman Schools Paula Butterfield talked to Bozeman teachers on the opening day of school this fall, she proposed a new educational standard—one that isn't in any state or federal law book. It's a standard, she said, that needs more attention as our world becomes a crazier and less secure place for all of us—especially for children.

To focus on this standard, Butterfield offered these thoughts, paraphrasing a well-known verse. They are good thoughts for the holiday season and the New Year:

A new standard: Teacher Love

If I speak and teach with eloquence and have not love, I probably won't be heard.

If I have all knowledge, have advanced degrees, and understand all mysteries, but have not love, I probably won't be listened to.

If I spend lots of my own money on school supplies and give to every organization's fund raisers, but have not love, my giving is probably just a tax write-off.

Love is a patient teacher; it is kind; it does not say "I got mine the hard way, now you get yours"; it remembers the academic struggle it had in some classes; it remembers having zits, not being asked for a date, the

awful awkwardness of adolescence.

Love remembers its own Grade Point Average, and is humble.

Love does not start or spread gossip and rumors about other teachers, parents, students, or administrators.

Love goes first to the person and seeks to right the wrong.

Love goes out of its way to find good in kids and praise them for it—it keeps a record of what kids do right.

Love counts to 10, then seeks to understand what is going on in the kid's life that contributes to demonstrations of inner pain.

Love listens when a kid cries out for help.

Love always protects, always trusts, and always hopes for the best for kids' sake.

The greatest thing a teacher can teach and model is love.

It is my desire that the Bozeman Public Schools not only be known for its academic excellence and innovation in education but also be known as a place where kids are loved and respected and where adults work Together for Children. ■

"Field Notes" is a forum for Montana educators, parents, and students. You are invited to send your news and views to Editor, *Montana Schools*, OPI, State Capitol, Helena, MT 59620.

Putting our heads together—for the children

Second in a series of articles on special education

Where's a good audiologist when you need one?

Where's a good audiologist when you need one? It depends on where you are. Montana is divided into 15 areas for audiological service through the state Hearing Conservation Program. The areas are listed below. If any child (0-21 years) is suspected of hearing loss, call your area's audiologist to learn when he or she will next travel to your community. The audiologist can provide rescreening/evaluation in the school at no cost to the parent.

Audiology Areas 1 and 2—

Counties: Liberty, Chouteau, Hill, Blaine, Phillips, Valley, Daniels, Sheridan, Roosevelt. **Audiologists:** Paul Perry (727-3115) and Jeff Griffin (727-6577)

Audiology Areas 3 and 4—

Counties: Lincoln, Flathead, Glacier, Toole, Pondera, Teton, northern half of Lake. **Audiologist:** Carl Clark (752-5300)

Audiology Areas 5 and 6—

Counties: Garfield, Rosebud, Custer, Powder River, Carter, Fallon, Wibaux, Prairie, Dawson, McCone, Richland. **Audiologists:** Doug Rehder and Yusnita Weirather (245-6893)

Audiology Areas 7 and 12—

Counties: Judith Basin, Fergus, Petroleum, Wheatland, Golden Valley, Musselshell, Sweet Grass, Stillwater, Carbon, Big Horn, Treasure, and Yellowstone (excluding Billings Public Schools). **Audiologist:** Tina Hoagland (657-2039)

Audiology Area 8—County: Cascade (including Great Falls Public Schools). **Audiologist:** Nancy Hohler (791-2270)

Audiology Areas 9

and 10—Counties: Lewis & Clark, Jefferson, Broadwater, Meagher, Powell, Granite, Deer Lodge, Silver Bow, Beaverhead, western half of Madison. **Audiologist:** Janet Barrett (782-8351)

Audiology Area

11—Counties: Sanders, Mineral, Missoula, Ravalli, southern half of Lake. **Audiologist:** Roxanne Bannach (243-5767)

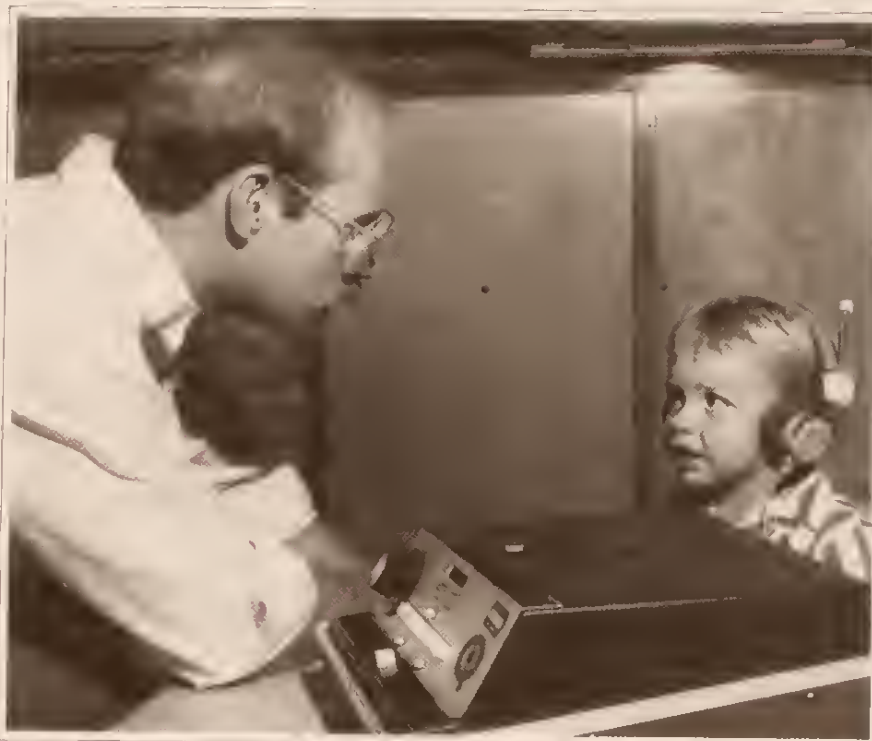
Audiology Area 13—Area: Billings Public Schools. **Audiologist:** Sue Johnson (255-3620)

Audiology Area 14—Counties: Park, Gallatin, eastern half of Madison. **Audiologist:** Laura Davis (587-8257)

Audiology Area 15—Area: Blackfoot Reservation. **Audiologist:** Laurie Barnard (338-2759)
—Merle DeVoe, Coordinator, OPI Hearing Conservation Program

Celebrating diversity: educating students with disabilities in regular classrooms

Students with disabilities are being taught in regular classrooms with increasing frequency in Montana and throughout the nation. This trend is due to a number of factors, including legislation, litigation, public policy, efficacy research, and shifting human values.



Third Eye Photographics: Craig Sharpe

Montana ranks sixth in the nation with respect to the proportion of students with disabilities who are taught in regular classes. About 85 percent of students classified as having disabilities in Montana spend most of their school day in regular classrooms along with their nondisabled peers. The desire to support and befriend neighbors and citizens who need assistance is highly consistent with the value system of a rural state such as Montana.

Researchers have pointed to many benefits of structured mainstreaming for students with disabilities. Benefits include academic, behavioral and skill gains; exposure to greater curricular options; the improvement of social interaction and communication skills; development of friendships; improved self-esteem; feelings of social support; and increased acceptance by peers. Researchers also point to positive effects on nondisabled students, who gain in sensitivity to others' feelings and perspectives and in understanding of diversity.

Unfortunately, placing students with disabilities into regular classes does not always yield positive results, especially if the process is poorly structured. "Dumping" children with disabilities into regular classes without adequate preparation, special support and services, administrator commitment, and a positive team approach has led to negative outcomes including peer rejection and disappointing academic performance.

Components of success

What does successful mainstreaming require? A number of successful strategies and approaches have been identified. The foundation of success is the individualized education plan, which addresses the personal needs of the student requiring special education services. Careful team planning and adequate support services are essential to the process of mainstreaming. A district may need to provide special training for regular classroom teachers on student characteristics and learning styles, outcome-based instruction and evaluation procedures, and team processes. This article describes some of the components of successful programs.

Curricular and instructional adaptations

To address the needs of students with disabilities, teachers need to become familiar with the multitude

of techniques for adapting instruction to various abilities and learning styles. Adaptations may include changes in the environment and/or curricular alterations to accommodate a student's learning style and rate of learning. For example, a student may work in the same curricular area as regular students but be

required to do less work or fewer problems, work at a slower pace, work at a lower level of complexity, work with material at a lower grade level, or work on personal objectives. The notion that all students must work on the same material at the same pace should be dispelled.

At Lolo Elementary School, for example, the speech therapist works closely with the regular classroom teacher, teaching assistants, and parents to adapt the second grade curriculum to fit the individual goals and objectives of a student with autism. Using an electronic lap-top communicator as an "alternative response mode" to handwriting, this student is now better able to make entries in his daily journal and take spelling tests along with his classmates. A technique called "facilitated communication" (which uses a facilitator such as a teacher, assistant, or parent) to physically assist the child in typing has revealed unexpected literacy and mathematics skills in individuals with autism who were once considered to have severe cognitive deficits.

Technology is playing an exciting new role in assisting many students with disabilities in regular classrooms. Some children who appear to be severely retarded are, with the aid of technology, showing abilities their teachers never imagined were there. For example, some students with extremely limited verbal vocabularies are able to type surprisingly complicated sentences with the aid of electronic communicators. These children clearly have the ability within them; they just need special help to get it out.

Cooperative learning—avoiding "islands in the mainstream"

To improve achievement and social acceptance, students with disabilities should participate in carefully structured cooperative learning activities with their nondisabled peers. Social skills can be taught and practiced in the cooperative group context.

Unless care is taken to systematically structure cooperative interactions, it is possible that students with disabilities will become socially isolated "islands in the mainstream." Rejection of students with disabilities is less likely to occur when their classmates get to know their strengths as well as their weaknesses and are able to experience the satisfaction of helping others reach their goals. The norm for helping others is well established in our schools and has been shown to raise the self-esteem and achievement of students who are the helpers.

Collaborative teams

For mainstreaming to work, a collaborative team should be formed to share expertise in decision-making and problem-solving concerning the educational program. Members of a collaborative team may include the student, if appropriate; the student's parents; paraprofessionals; regular and special educators; specialists; peers; administrators; community members; and others with an interest in the student. Each team member's unique skills, interests, and perspectives may be of value in meeting the educational needs of students experiencing difficulties.

It does take time for team members to meet—and extra time is a scarce commodity during the school day! A Vermont school district addressed this issue by contracting with a permanent substitute who rotates among schools and relieves regular classroom teachers so they can participate in collaborative meetings. A Montana district negotiated a contract with teachers that adds an hour of planning time at the end of the

(Continued on page 16)



Merle DeVoe

Open communication for all

Telecommunications technology is transforming the world, and in Montana, it is transforming the world of hearing-impaired people.

Through the Montana Telecommunications for the Handicapped, a private, nonprofit organization, a Telecommunication Device for the Deaf (TDD) has been placed in the Special Education Division at the Office of Public Instruction. The TDD consists of a visual display typewriter linked to a telephone.



June Miller teaches the sign for "no." (Third Eye Photographics: Craig Sharpe)

A TDD helps people who are deaf or severely hard of hearing communicate over the phone. The hearing-impaired person can type messages directly to another TDD user or to a hearing person via a relay service. With the relay system, a relay service assistant receives the message from the hearing-impaired person on TDD and reads it to the hearing person on the other end of the phone line. When the hearing person speaks, the assistant types the message back to the hearing-impaired person.

The relay service also makes it possible for a hearing-impaired person with good speech to talk directly with a hearing person. The relay assistant types only the hearing person's reply. This also works in reverse: A speech-impaired person who can hear listens to the hearing person, and the assistant speaks the typed reply to the hearing person.

This new program is lifting barriers for many people and helping them reach the goal of "open communication for all." The program provides free equipment to those who qualify. The only cost to the applicant is the cost of a regular telephone line.

You are encouraged to contact either Montana Telecommunications for the Telephone Handicapped at 111 N. Last Chance Gulch, Helena, MT 59601 (444-1335) or the Office of Public Instruction, Special Education Division, State Capitol, Helena, MT 59620 (444-4426) for further information. ■

—June Miller, OPI Title VI-C Deaf/Blind Program Director

Issues affecting preschool-age children with disabilities

Children with disabilities have not always had equal access to public education. That fact led to the passage of the Education for All Handicapped Children Act of 1975, also known as Public Law 94-142. The law opened public school doors to children with disabilities by establishing mechanisms to ensure that all children with disabilities receive a free and appropriate public education. The principles in this legislation are summarized as follows:

Zero reject: Every child has a right to be included in a free, appropriate, publicly supported educational system.

Nondiscriminatory classification: Children have a right to be fairly evaluated so that correct educational programs and placement can be achieved.

Individualized and appropriate education: Children have a right to a meaningful education.

Least restrictive placement: The child's right to associate with nondisabled students to the maximum

extent appropriate to his or her needs.

Due process: The right of the child and child advocates to have an opportunity to challenge any aspect of education.

Parent participation: The right of the child's family to be involved in what happens at school.

Montana's special education statutes, regulations, and policies support these principles while public schools apply these principles in the classroom.

Each reauthorization of the Education for All

Handicapped Children Act has strengthened the commitment to these principles. In addition, a decade and a half of litigation has sharpened our understanding of these rights.

Public Law 99-457, for example, refers to the 1986 reauthorization and amendments for the act. This federal law lowered the age of eligibility for special education uniformly across the country. It stated that by September of 1990, pre-school-age children with disabilities are eligible to participate in appropriate special education programs under the same standards

that apply to school-age children. Montana's legislature adopted this mandate in 1987 and set September 1990 as the target date for complying with the federal statute.

During the 1990-1991 school year, about 1,700 preschool-age children with disabilities participated in special education programs in Montana schools. These children were three, four, or five years old. Typically, the children's disabilities were related to or measured by delays in development. While preschool-age children may be identified using the same eligibility criteria applicable to older, school-age children, most often they were identified with respect to developmental variables. The Office of Public Instruction produced a technical assistance manual, *Preschool Guidelines: Eligibility*, to discuss the identification process for preschool-age children with disabilities.

The procedures used to identify, evaluate, and place preschool-age children with disabilities are identical to those which apply to their school-age counterparts. By the same token, a school district's obligation to locate these children, to provide appropriate notice to their parents, and to secure parental participation is exactly the same as its obligation to older students.

There are a few differences between a district's obligation to preschool-age and its obligation to school-age children. First, districts must make first grade through high school programs available to all students six years of age and older. Likewise, districts must ensure that children older than seven participate in instructional programs.

Second, a three-, four-, or five-year-old child identified as having a disability must receive a free, appropriate public education in the least restrictive environment.

Third, a district has no obligation to provide preschool programs for children younger than five who do not have disabilities, although districts may choose to do so and use resources other than equalization funds to do so.

Fourth, while not mandatory until July 1992, school districts must make kindergarten programs available to five-year-old children.

Finally, while both school-age and preschool-age children with disabilities must have appropriately developed individualized education programs (IEPs), the IEP for a preschool-age child should reflect developmental rather than academic goals and should focus on skills needed for transition to subsequent learning environments such as kindergarten or first grade.

—Dan McCarthy, OPI Preschool Specialist

ADA: Bringing people with disabilities fully into the '90s

July 26, 1990. That date will stand for all time in the minds of Americans with disabilities. It is the day President Bush signed Public Law 101-336 on the south lawn of the White House. Some 3,000 people from all walks of life were there to witness the signing.

Public Law 101-336 is better known as the Americans with Disabilities Act of 1990, or the ADA. The ADA's primary purpose is "to provide a clear and comprehensive national mandate for the elimination of discrimination against individuals with disabilities." Most minority groups in the U.S. have been afforded civil rights protection through legislation. But until 1990, people with disabilities did not have comprehensive legislation protecting their rights. The ADA is the first legislation of its kind in the world. Other nations are now considering similar laws.

In the U.S., about 43 million citizens have one or more physical or mental disabilities. Historically, society has tended to isolate such people. Despite a number of improvements, discrimination has continued to be a serious problem. It occurs in employment, housing, public accommodations, education, transportation, communication, recreation, institutionalization, health services, voting, and access to public places.

The ADA seeks to end that discrimination. What does all this mean for education in Montana? Currently, schools must comply with the Rehabilitation Act of 1973. Section 504 of that act prohibits any entity that receives federal funding from discriminating against individuals with disabilities. The ADA was created to extend the same mandate to entities and groups that do not receive federal funding.

Schools must continue to comply with Section 504. In addition, regulations for several parts of the ADA were published in the July 26, 1991 Federal Register, along with comments seeking clarification of the responsibilities of local education agencies under Section 504 and the ADA, with respect to activities not covered by the Individuals with Disabilities Education Act (IDEA).

Any school program or activity open to parents or to the public, such as graduations, plays, adult education, and PTA meetings must comply with the ADA. The intent is to assure that any parent or guardian with a disability will have access to school activities, as long as providing access results neither in an undue burden nor in a fundamental alteration of the activity. ■

—Tim Harris, OPI Transition/Monitoring Specialist, was recently appointed to the Montana Advisory Committee of the U.S. Commission on Civil Rights.



Tim Harris

A holiday bonus of projects that work—from Montana educators & students to you

Laurel HS students help make recycling a community way of life

Last year, Karen Ahmann's resource room work-study students at Laurel High School decided to do something positive for their community.

In the process, they created an ongoing project that does something positive for the environment, for their beleaguered town landfill, for senior citizens, and for their own business acumen and self-esteem.

Ahmann and her class recognized that their community had a problem. Laurel's landfill situation was creating a major headache for the town. The federal Environmental Protection Agency wanted Laurel to test its landfill, but the testing would be expensive. City officials found it was cheaper to transport wastes to the Billings landfill 15 miles to the east. Wastes had to be hauled first to Laurel's landfill, then to Billings, which consumed considerable time and fuel.

Although Laurel had a recycling business, community participation in recycling was low. The small, rural town has a large population of retirees and shut-ins, many of whom found it difficult to recycle. Through informal community surveys, the class learned that many seniors would recycle if they had a way to transport recyclables. They also learned that community members of all ages would be more apt to recycle if someone would come to their homes and pick up the goods.

In order to help alleviate the landfill dilemma, promote the recycling life-style, and conserve resources, the class decided to establish a nonprofit recycling service in conjunction with the Laurel Recycling Center.

With the blessing of school and city officials, the class created a business plan calling for students to pick up aluminum cans, glass, cardboard, paper, and vehicle batteries from Laurel residences. They developed an accounting

system, advertising, a pick-up schedule, and a showcase display to increase recycling awareness. Laurel High School agreed to

Sometimes, Ahmann says, seniors call for a pick-up when they only have a few items to recycle. "Partly, they just want company," she says.

The recycling business has helped Ahmann's students learn entry-level work skills by giving them a chance to deal with real-life situations—everything from filling out a job application to problem-solving.

In addition to learning business skills, Ahmann's students are learning self-esteem. "There's a real pride that's developed" among her students because of the recycling project, Ahmann says. "This has kind of put them on the map a little." ■



Laurel High School student John Mathany organizes storage of recyclable goods for the school's recycling business.

contribute use of the school truck for transporting recyclables, storage space in the district bus barn, and staff time to answer the telephone and schedule pick-ups.

The recycling project opened for business last January. It received a major financial boost in May when it won \$1,000 from the Scholastic and Discover Card Future Excellence Competition. With their competition winnings, Ahmann's class bought a storage bin, revamped a donated trainer, and purchased a shredder. The shredder "shreds anything that can't be recycled," Ahmann explains. Shredded material is sold to a local trophy company, which uses it for packing material.

The work-study resource room is continuing the project this school year with a new batch of students, and business is so brisk the class can barely keep up. "It's skyrocketed this year," Ahmann says.

According to Ahmann, the project has promoted a real awareness of recycling among students, faculty, and the community. The recycling project has had a special benefit for shut-ins: Not only does it allow people to recycle who couldn't do so otherwise, it gives them a chance to visit with young people.

They've got the whole world on their walks

To learn more about geography and leave a learning legacy for other students, sixth graders at Ponderosa Elementary School in Billings painted large

maps on the paved areas outside their school.

On the walk in front of the school, the students painted a homolosine projection map of the world. They painted a map of Montana outside the primary grades and a map of the United States near the intermediate grades.

After creating the maps, the students invented learning games using the maps as game boards. ■

First-grader's game teaches coordination, numbers, cooperation

Brendan Bailey, a creative first-grader at Broadus Elementary, invented a classroom game that develops small-motor skills and hand-eye coordination, teaches color and number concepts, and requires development of cooperation skills. Best of all, his classmates love the game, according to Broadus Principal Hal Hawley, who sent information on how the game is played.

The game is called "Flip." It requires dice and several two-sided, two-color chips. Bailey's rules also call for using a tiddlywink stick for flipping the

chips, although another chip could probably be substituted.

The game is played one on one between two participants, but several games can take place at one time if enough chips and dice are available.

Players must decide together how many chips to use (using such criteria as how high they can count and how much time is available) and which player will take which color. Each player rolls the dice; the player who rolls the highest number starts the game.

Players sit on the floor and take turns placing their chips on the floor between them. When play begins, the first player flips a chip tiddlywink style. If it lands on a chip of the opponent's color, the player gets to keep the opponent's chip. If it lands on the player's own color, the player gets to keep his or her own chip.

Play continues until one player has all the chips or time is up. The game can also end in a tie or when one player has more chips than the other. ■

Getting to know you: Fairhaven Colony/Crow cultural exchange

Terry Rutherford, an English teacher who teaches Hutterite children at Fairhaven Colony near

Ulm, wrote to share information about a project that drew rave reviews from her students.

The project was a unit on Montana's Native Americans, past to present. The class explored family life, beliefs, tribal cultures, legends, and foods of Montana's Native Americans.

Students used the theme to produce creative writings, stories, and art projects. With the help of a teacher on the Crow Reservation, Rutherford's students developed pen pal relationships with second graders from the Crow Reservation. Through their correspondence, the students exchanged information about themselves, their families, and their cultures. The Crow pen pals sent slides of their Crow Fair and Native American Day to their correspondents in Fairhaven.

To pull the unit to a close, Rutherford's class celebrated with its own Native American Day. They watched the slides sent by their Crow pen pals, ate a lunch of fry bread and Indian tacos, and shared their projects with one another. "It was quite an exciting day," Rutherford says.

The relationship between the Fairhaven and Crow students led to another exchange, in which the children were actually able to meet their pen pals when the Crow students traveled to Fairhaven Colony for a cultural exchange day. ■

Congratulations to the following Montana educators and students!

Outstanding vocational educators
Carol Byerly, business education teacher at Belt Valley High School and a part-time instructor at Great Falls Vocational-Technical Center, was named Montana Vocational Teacher of the Year by the Montana Vocational Association. Jim Whealon, Director of Vocational Education at the Office of Public Instruction, received the Montana Vocational Association's Distinguished Service award. The Montana Business Education Association presented him with its second-ever Outstanding Service award.

Outstanding clerk

Dolores Carter, who has been the Broadus Unified Board of School Trustees clerk for 23 years, has received the 1991 Montana Association of School Business Officials Outstanding Service Award.

Teacher of the year for exceptional children

Janelle Grant, a teacher at Garfield Elementary in Miles City, is the Montana recipient of the Teacher of the Year Award from the Council for Exceptional Children.

Art educator of the year

Wade Nelson, art teacher for the Thompson Falls schools, was named by the Montana Art Education Association as Montana Art Educator of the Year.

Presidential excellence award winners

The following Montana teachers were selected as national winners of the Presidential Award for Excellence in Science and Mathematics Teaching: Connie Wining, Arlee Elementary, Arlee, elementary school science teaching; Richard Micheletto, Meadow Hill Middle School, Missoula, secondary school science teaching; Nina DiMauro, Longfellow Elementary, Bozeman, elementary school mathematics teaching; Gary Bauer, C.M. Russell High School, Great Falls, secondary school mathematics teaching.

Outstanding adult educators

The Montana Association for Adult and Community Education (MAACE) has honored Jake Gustin, Director of the Helena Adult Learning Center, with the organization's Outstanding Adult Educator of the Year award. Bob Ruthemeyer, Adult Education Specialist at the Office of Public Instruction, received MAACE's first President's Award for his dedication to the promotion of adult basic education.

Fulbright exchange teacher

Gene Murray, Bozeman High School math and chemistry teacher, has been chosen for the 1991-92 Fulbright Teacher Ex-

change program. He will teach in England for one school year.

Top history teacher

Cliff Nelson, eighth grade teacher at Seeley Lake Elementary School, received the 1991 Montana Statehood Centennial Bell Award for excellence in history teaching.

Lewis and Clark expedition winners

Wally Hunter, teacher at Will James Junior High School in Billings, and his seventh grade class were honored at the 23rd Annual Meeting of the Lewis and Clark Trail Heritage Foundation in Kentucky last spring.

Hunter's class was selected to receive the Youth Achievement Award for an "interdisciplinary unit on the Lewis and Clark Expedition." This award is presented "in recognition of a person or group of persons, under the age of 21, who have increased knowledge of the Lewis and Clark Expedition through outstanding composition, art, drama, photography, site preservation, or other significant contribution."

English language arts teachers of the year

The Montana Association of Teachers of English Language Arts has honored three Teachers of the Year for 1991: Valerie Cox of Emerson School in Bozeman; John Forsyth of Park High School in Livingston; and Sharon Beehler, Director of English Education at Montana State University.

Outstanding language teachers

Robert Lopp, German teacher and chair of the language department at Flathead High School, was awarded the German Verdienstkreuz (service cross), the highest civilian award bestowed by the German government, for his outstanding effort in promoting the German language and promoting exchanges between German and American schools. Lopp is taking 26 students to Germany this fall and winter.

Leslie Whelan, Spanish teacher at Billings West High School, was selected as the outstanding presenter at the Pacific Northwest Conference of Foreign Languages from among 83 presentations. Whelan will be sponsored to present at the annual meeting of the American Council on Teaching of Foreign Languages in Washington, D.C.

Cindy Hummel, German teacher at Billings West High School and a member of the executive board of the American Association of Teachers of German, has been elected to the executive council of the Pacific Northwest Council of Foreign Languages.

Stephanie Baca, a Spanish teacher at Flathead High School,

was awarded a National Endowment for the Humanities grant to study cultural exchanges that have taken place between the old world and the new since Columbus.

Agricultural teacher of the year

The new Montana Agricultural Teacher of the Year is Bill Jimmerson, agriculture teacher at Conrad High School.

Health education awards

The President's Council on Physical Fitness and Sports announced the 1990-91 Physical Fitness Champions for each state. Winning schools in Montana, based on student enrollment, were St. Paul's Mission in Hays (Category I) and Frenchtown Elementary/Junior High (Category II).

State Superintendent Nancy Keenan was given the Distinguished Service Award by the Montana Association for Health, Physical Education, Recreation and Dance (MAHPERD) for her support of programs designed to enhance the health status of

Montana youth.

Spencer Sartorius, Administrator of the Office of Public Instruction Health Enhancement Division, received MAHPERD's second-ever Above and Beyond Award for his leadership and pursuit of excellence.

Elementary and secondary health and physical education teachers of the year named by MAHPERD this year include Mike Comes, elementary specialist in Great Falls; and Maureen "Peanut" Thomas, secondary specialist at Big Sky High School in Missoula.

MAHPERD also honored 10 Montana health enhancement instructors for their dedication, hard work, and successful programs. The following were given the "inspiration award":

Thomas Lee, Missoula; Craig Olson, Missoula; Carol Cooke, Bozeman; Lynda Stuber, Bozeman; Laurie Smith, Bozeman; Ted Polette, Clancy; Tony Fairbanks, Great Falls; Nancy Salter, Great Falls; Vicki Balgwa, Billings Lockwood; David Wilson, Havre. ■

Kidworks

Wanted: the perfect teacher

If students were on the Teacher of the Year selection committee, what qualities would they look for? Nancy Stucky decided to find out.

Before traveling to Helena for her Teacher of the Year finalist's interview, she gave her students the assignment of writing a want ad for the perfect teacher. Here are some samples:

"WANTED—ONE active, up to date, classy teacher must love kids, be patient, and open for suggestions and change. Must be encouraging and nice. They must like art, field trips and giving plenty of free time. They must never have favorites and treat everyone fairly and never give pink slips must not use textbooks for any of the subjects and like recesses. P.S. if you think you're qualified for the job great! You're hired. Call Mrs. Ring at Sandstone School and request to be transferred to six grade."

"Has to be patient and funny. Also very understanding. Needs to like parties, going on field trips, and makes sure school is fun. She should dislike yelling at her kids and goody goodies. (If interested please contact me at 1-800-Perfect.)"

"Should be nice, patient, and temper controlled. Dislikes pink slips, clip-board, and poor lunch."

"Should be so good you will want to come to school on Saturday and Sunday. Should be funny. And strict should be something he isn't. But maybe a few rules."

"The perfect teacher...likes the kids to be the teacher so they would know how to teach a class."

"WANTED: Perfect teacher...needs to be patient, supportive, flexible, rich, and likes to have fun."

"Encouraging would be part of her personality. She should be patient and humorous. 'Homework Gives Brain Damage' would be her motto."

"Dispatches" are updates from Office of Public Instruction staff. Staff may be contacted at the phone numbers listed or by writing OPI, State Capitol, Helena, MT 59620.

TRAFFIC EDUCATION/ PUPIL TRANSPORTATION/ PASSENGER SAFETY Curt Hahn, Specialist 444-4432

New school bus railroad crossing law takes effect

House Bill 133, which dealt with school buses traversing railroad grade crossings, passed the 1991 legislature. It became effective October 1, 1991, amending Section 61-8-349, MCA. Copies are available from me upon request. This is what the new law says relative to school buses:

"The driver of any school bus, with or without passengers, before crossing at grade any track or tracks of a railroad, shall stop the vehicle within 50 feet but not less than 15 feet from the nearest rail of the railroad and while stopped shall open the door and shall listen and look in both directions along the track for an approaching train, and may not proceed until able to do so safely. After stopping and proceeding when it is safe to do so, the driver shall cross only in a gear of the vehicle that requires no changing gears while traversing the crossing. The driver may not shift gears while crossing the track or tracks. A stop is not required at a crossing where a police officer or highway patrol officer or traffic-control signal directs traffic to proceed. As used in this section of law, "traffic-control signal" does not include a railroad grade crossing signal."

This pertains to all railroad crossings, whether in town or out of town. If you have any questions regarding this new law, please call me at the number above.

Medical requirements for Type 2 (intrastate) drivers' license

All new Type 2 (intrastate) CDL (commercial driver's license) applicants must apply at this time for a federal Department of Transportation (DOT) medical certificate. If the applicant is not able to qualify because of a medical condition (such as vision impairment, diabetes, or epilepsy) which disqualifies him or her under the DOT certificate, the applicant may attempt to qualify for a Montana Medical Certificate Type 2 commercial driver's license under the provisions of ARM 23.3.506. All other Type 2 drivers who currently hold a commercial license will have until their first renewal after April 1, 1992, to qualify for the DOT physical certificate. If those applicants are unsuccessful, they may apply for the Montana

Medical certificate.

If you have any questions regarding this, please contact your local driver examination office, or call Driver Services in Helena at 444-3244.

Share ideas through METNET

METNET (Montana Educational Technology Network) is a telecommunications bulletin board available to you toll free. If you are interested in exchanging ideas, messages, curriculum guides, lesson plans, and other instructional materials, and you have a computer, a telephone line, and a modem (1200, 2400, or 9600 bauds), you can call 800-346-8654 to send messages. I encourage each of you to leave messages for me in the local message area. I check the METNET bulletin board for messages every morning I am in the office, and I look forward to them. For assistance with METNET, call 444-1626.

Boozin' and cruisin'

The Insurance Institute for Highway Safety cites the following national statistics on teenage traffic deaths in its study, "Teenagers: Fatality Facts 1990":

- About half of all teenage (under 21 years of age) deaths occur between 9 p.m. and 6 a.m. Approximately 58 percent of teen vehicle deaths happen Friday, Saturday, and Sunday.
- The legal age to buy beer in Montana is 21. In a test group involving 19- and 20-year-old youths, the young people were able to buy beer in 97 of 100 attempts.
- After a decline in alcohol-related deaths from 53 percent in 1980 to 28 percent in 1987, the percentage in 1989 rose to 32 percent.
- Teens make up 10 percent of the U.S. population but 15 percent of the traffic deaths. This number is of even more concern when you consider that teens drive less than adults.
- More than twice as many male teenage drivers die in motor vehicle crashes as female teenage drivers.
- Of all passengers who die in motor vehicle accidents, 21 percent die when a teenager is at the wheel. Sixty-four percent of all teens who die in motor vehicle accidents die when another teenager is driving.

Traffic educator/automobile dealer of the year

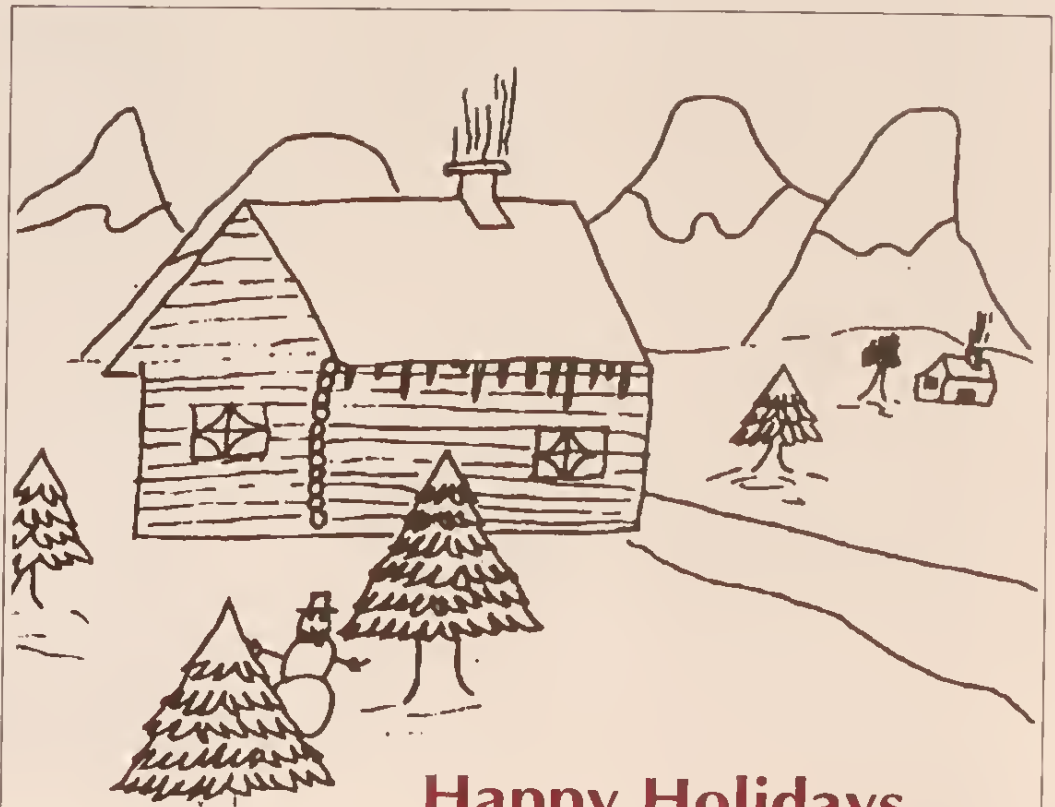
Montana AAA, the Office of Public Instruction, and the Montana Traffic Education Association invite you to nominate a local automobile dealer and/or traffic educator for the automobile dealer/traffic educa-

tor of the year award. Application forms are available by calling 444-4432.

Simulator cars available

We have a limited number of single simulator car units avail-

students to succeed will find ideas and inspiration in a new curriculum guide developed by the Northwest Regional Educational Laboratory for The Private Industry Council and Portland Public Schools.



**Happy Holidays
to you & yours!**

from all of us at the Office of Public Instruction

Art by Graham Carter, Highland Park School, Lewistown

able free to schools for use in their traffic education program. They are located in Lewistown; recipients would be responsible for transporting them. They are in excellent condition and are complete with seat, steering wheel, instrumentation, and all related controls. They are useful in drills and for teaching basic driving procedures. If interested, call 444-4432.

1992 traffic education conference

The 1992 OPI/MTEA state traffic educator spring conference will be held April 26, 27, & 28, 1992, at the Park Inn, Lewistown. Northern Montana College will offer two quarter hours of credit. We will start at 8 a.m. on Sunday and conclude at 4 p.m. on Tuesday. Make your plans and get your approval to attend now. Registration information will be mailed in March. Best wishes for Happy Holidays and a great New Year.

HEALTH EDUCATION

Rick Chiotti, Specialist
444-1963

Methods for teaching at-risk adolescents

(Reprinted from *Northwest Report*, newsletter of the Northwest Regional Educational Laboratory)

Teachers of at-risk teens who want to help motivate their

Aimed at adolescents who face multiple barriers to academic success and employment, the *BRIDGE II Curriculum Guide*, like the original *BRIDGE Curriculum Guide* published in 1988, seeks to increase self-esteem and work maturity skills, improve academic achievement and attendance, and integrate academic learning with the world of work. The guide contains 10 units:

"Back to School"; "Fear of Success, Comfort of Defeat"; "Say What?"; "Dealing with Difficult People"; "I Am My Own Leader"; "The Company we Keep"; "Twenty Years to Life"; "Tradition/Rituals/Beliefs"; "I Can Make a Difference"; and "Crystal Ball of the Future."

The original *BRIDGE* guide was designed to help ninth-grade "discouraged learners" make the often difficult transition from middle school to high school. Although *BRIDGE II* is designed for a 10th-grade class that follows the *BRIDGE* ninth-grade class, both guides are appropriate for use with other grade levels and in nongraded alternative schools or employment and training programs. Their use need not be sequential.

Copies of *BRIDGE II* can be ordered by sending a check or institutional purchase order for \$115.95 to The Private Industry Council, *BRIDGE*, 520 SW 6th

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Ave., Suite 400, Portland, OR 97204. Questions about ordering should be directed to Janice Ingersoll, The Private Industry Council (503-280-1058). For more information about BRIDGE, call Andrea Baker, Education and Work Program, NWREL (800-547-6339, ext. 595).

GUIDANCE

Judy Birch, Specialist
444-5663

Resources for helping students deal with death

On September 8, 1991, a fire engulfed a home near Laurel, killing six people including four children ranging in age from three to eight years. The effect of that tragedy on the friends of these children, their parents, school personnel, and community members will not be easily forgotten.

We, as adults and educators, need to explain to our students that tragedies are a part of our lifetime of experiences and are often beyond our power to prevent. However, we also need to emphasize that we are in control of the way we respond to these events.

To assist you in helping students deal with tragic experiences, you may wish to review the following resource materials directed at elementary and middle school students.

"A Tree for Eric," from *Education Forum*, Spring 1990, deals with an elementary student who has AIDS.

"School Management of the Bereaved Child," from *Elementary School Guidance and Counseling*, October 1988, discusses children's understanding of death during early and middle childhood.

"The Grieving Student," from *Instructor*, January 1987, presents a question-and-answer format to help teachers understand how children react to and deal with death.

"Preventing Child Suicide: The Elementary School Death Education Puppet Show," from *Journal of Counseling and Development*, January 1985, looks at a program for death education at the elementary school level.

"Helping Children Deal with the Death of a Classmate: A Crisis Intervention Model," from *Elementary School Guidance and Counseling*, December 1984, describes a model of crisis intervention in dealing with the murder of a child.

"Death Counseling in School Age Populations," from *Health Education*, December-January 1984-1985, offers guidelines to follow when adults counsel children on death and dying.

"The Terminally Ill Child: How Peers, Parents, and Teachers Can

Help," from *PTA Today*, October 1984, shows all parties how to deal with terminal illness.

There are also books for your students that you may want to review:

The Cat Next Door by Betty Wright, *Bridge to Terabithia* by Katherine Paterson, *Knots on a Counting Rope* by Bill Martin, *A Taste of Blackberries* by Doris Smith, and *Annie and the Old One* by Miska Miles.

For more information, contact your school librarian, community librarian, or a library at the nearest college or university.

Women leaders in government

State government has published a pamphlet entitled "Women Leaders in Montana Government." Copies of the pamphlet can be obtained from Marilyn Miller in the governor's office (444-3111).

Coordinating children's services

The 1991 Montana Legislature passed Senate Bill 205, entitled "An act to require state agencies to enter into a cooperative agreement regarding the provision of children's services....To require establishment of local interagency staffing groups; to designate the Department of Family Services as the lead agency in coordinating and planning services to children; to provide for access by the interagency staffing group to certain records...."

Basically, this law allows interagency groups to share certain kinds of confidential information about children so they don't fall through those persistent cracks in the social services system. There will be certain cases where schools might be involved in these interagency staffing groups. Please contact your local Department of Family Services agency to learn more about this law.

LANGUAGE ARTS

Jan Hahn, Specialist
444-3714

Language arts teachers of the year

At its fall conference, the Montana Association of Teachers of English Language Arts (MATELA) honored three teachers of the year for 1991.

Representing the elementary level is Valerie Cox, who teaches fourth grade at Emerson School in Bozeman. An active MATELA member who has held several offices, Val has presented many workshops and has had articles published in local and regional forums.

Representing the high school level is John Forsyth, from Park High School. His work with computer networking and the Communication Arts Model Curriculum, along with several

national publications and workshops, are characteristic of his educational leadership.

At the college level is Sharon Beehler, Director of English Education at Montana State University. She has revitalized teacher preparation and established strong relationships between the university and local schools. She has also created a summer Shakespeare institute for high school teachers, written several articles for national publications, and served as past editor of the Montana English Journal.

These fine teachers of language arts, who are dedicated to leading their students through the world of language to the pathway of learning, provide exemplary models for all of Montana's teachers.

Submit student materials for Signatures from Big Sky

The second issue of *Signatures from Big Sky* is slated for publication this spring. The 1991 issue was sent to all school libraries last summer and should provide teachers with a wonderful collection of exemplary pieces of student art and literature to help set standards for their students.

Any student, K-12, may submit poetry, essays, short stories (five pages maximum), or black and white drawings through his or her teacher for consideration in the 1992 edition. All materials must include the artist's or writer's name, school name, and teacher's name on each page. Students who would like the materials returned with comments are asked to send a self-addressed, stamped envelope large enough to hold the materials.

Materials will be chosen that seem exceptionally creative or insightful for each grade level. The evaluating board members are all volunteers, so they do not have time to choose from a set of class materials. Teachers are asked to choose the very best from their students' work. Choose work that has been through the revision and editing processes and that is clean and carefully executed.

Send art or writings to the representative nearest you:

Writings: Sara Barbero, 2159 Beloit Dr., Billings 59102; Sharon Beehler, 601 W. Arnold, Bozeman 59715; Venus Dodson, 814 2nd Ave. S., Glasgow 59230; Randi Graves, 3013 Carmel Dr., Great Falls, 59404; Dale Waniata, 1015 Missoula Ave., Helena 59601; and Carol Kramer, 614 Evans, Missoula 59801.

Art work: Charlene Green, 3000 Continental Dr., Butte 59701; Kate Morris, 115 Ave. B, Billings, 59101; Julie Kuchenbrod, 824 6th Ave., Helena 59601; Carla Hamill, 1106 26 Ave., Missoula 59801-3131; Rod Barth, 505 N. Meade, Glendive 59330.

If you have questions, contact me at the number above.

SOCIAL STUDIES

Linda Vrooman Peterson,
Specialist, 444-5726

National Geography Awareness Week

Congress has proclaimed December 1-7, 1991, as National Geography Awareness Week. This is an opportunity to place geographic knowledge and the importance of geography in the forefront. The National Geographic Society has put together packets of material containing a teacher's handbook, poster, bulletin board banner, newsletter, and a form to publicize your activities.

For more information contact me at 444-5726 or Kate Foster, Manger, National Geography Week, Geography Education Program, National Geographic Society, 17th & M Streets NW, Washington, DC (202-775-6577).

1992-93 Eleanor Roosevelt teacher fellowships

The AAUW Educational Foundation has announced a unique fellowship program for female public school teachers. The Eleanor Roosevelt Teacher Fellowship is designed to help teachers develop a better understanding of how girls learn, think, and play and to implement strategies and techniques in their classrooms and schools to help girls excel. Fellowships range from \$1,000 to \$10,000, depending on the length of the study period, and the scope of the proposal.

January 10, 1992, is the postmark deadline for this year's application. For further information, contact the AAUW Educational Foundation, 1111 16th Street NW, Washington, DC 20036-4873.

Martin Luther King, Jr. Day

"...When we allow freedom to ring, when we let it ring from every village and hamlet, from every state and city, we will be able to speed up that day when all of God's children will be able to join hands and to sing in the words of the old Negro spiritual, 'Free at last, free at last, thank God almighty, we are free at last.'" Dr. Martin Luther King, Jr.

In preparation for Montana's first observance of Martin Luther King, Jr. Day, January 20, 1992, I have compiled resource information on people, materials, and activities for use by classroom teachers. If you are interested in more information, or if you have material that you wish to add to the collection, please contact me at 444-5726.

Centennial Bell Award

Cliff Nelson, eighth grade teacher at Seeley Lake Elementary School, received the 1991 Montana Statehood Centennial Bell Award. Nelson received the award during a bell-ringing ceremony at the

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state capitol in Helena on Montana Statehood Day, November 8. The award was established to honor an outstanding teacher of Montana history.

Nelson's curriculum takes students from frontier drama productions to Montana constitutional decision-making and structure through role-playing units.

Class highlights include intergenerational family history, research, and recording through an annual holidays project ("Memories") and a family migrations genealogy mapping project ("Roots").

NATIONAL DIFFUSION NETWORK (NDN)
Patricia B. Johnson, Specialist
444-2736

(Note: Pat Johnson is the new National Diffusion Network Specialist for the Office of Public Instruction. Pat will be helping Montana educators adopt NDN's exemplary educational programs.

Pat has taught mathematics from grade five through college; junior high science, aviation, and engines; and high school physics and earth science. She has directed an aerospace workshop for teachers, flying participants in her plane. Prior to coming to OPI, Pat was an investment broker.)

What NDN is

The National Diffusion Network (NDN) is a dynamic system for sharing successful education programs among public and private schools, colleges, and other institutions.

Administered by the U.S. Department of Education, NDN provides funds to distribute information about exemplary programs to schools. These programs, their sponsoring schools and organizations, and the NDN state facilitators form a resource network that helps other schools adopt successful programs.

National Diffusion Network programs have been field-tested with students and are proven to be effective. Every program has been evaluated locally and approved by a U.S. Department of Education panel. Encompassing all subject areas, NDN programs range in level from kindergarten through adult.

What NDN provides

The National Diffusion Network provides a coordinating service among local districts, model programs, and funding sources through state NDN facilitators. As the new facilitator for Montana, I will be helping school districts find programs to meet local needs and find funds for training.

Some Montana NDN programs:
Talents Unlimited applies multi-talent theory to regular classrooms, grades 1-6. One hundred eighty Montana teachers were trained to use this program in October and November; the next training session will be held January 30-31, 1992. Garfield School in Billings is a national demonstration site for this program. Contact Beverly Flaten, Director, 255-3843.

Project Success Enrichment-Language Arts enriches gifted students in grades 2-8 through writing projects. Sixty Montana teachers were trained in Project Success in November; additional training sessions are scheduled for June and July. Sandstone School in Billings is a national demonstration site. Contact Cheri Ring, Project Director, 255-3883.

Content Reading Including Study Systems (CRISS) provides reading and study skills in secondary and middle school content areas, targeting grades 10-12. One hundred thirty-two Montana teachers were trained in CRISS from August through October; 14 certified trainers are available in Montana. The Kalispell school district is a national demonstration site. Contact Lynn Havens, Project Director, 756-5011.

Kindergarten Integrated Thematic Experiences (KITE) integrates the kindergarten classroom with success-oriented, interactive, developmentally appropriate thematic units. An awareness session for 18 Montana teachers was held in October. The next awareness session is scheduled for January, with the next training session to be held in Missoula. Contact Carol Gauthier, Certified Trainer, 721-1187.

Diagnostic-Prescriptive Arithmetic (DPA) is a basic arithmetic and problem-solving program for grades 1-6. This program was recently adopted by the entire state of Maine. Thirty Montana teachers were trained in DPA in

October and November. Kessler School in Helena is a national demonstration site. Contact Bonnie Hawthorne, Project Director, 442-0150.

For more information on proven NDN programs, please contact me at the phone number above.

CHAPTER 1
Nancy O'Hara, Specialist
444-1953

Fall conference

The Montana ESEA Chapter 1 Fall Conference was held at the Billings Plaza Holiday Inn on October 2, 3, and 4, 1991. Over 650 Montana educators attended the 47 presentations by Montana educators, National Diffusion Network (NDN) project staff, publishers, the Chapter 1 Technical Assistance Center, OPI staff, and the Rural Technical Assistance Center. About 90 percent of the Chapter 1 projects were represented.

The first day of the conference was devoted to staff new to Chapter 1, program improvement, and school administrators. Two model National Diffusion Network programs, "Decision-Making Math" and "Reading Recovery," were offered.

Nancy Coopersmith, Director of Assessment and Curriculum Services at the Office of Public Instruction, opened the general session with greetings and best wishes for the school year. John Ericksen and Joan Morris presented certificates of nomination for the Secretary's Initiative to the Harlowton and Livingston Chapter 1 projects. B. J. Granbery and I extended congratulations to Hardin and Huntley Project for winning the 1991 Secretary's Initiative Award.

Nancy Keenan, Superintendent of Public Instruction, and Carole Allen, adjunct professor from

Gonzaga University, provided outstanding keynote addresses. Nancy focused on the Children's Defense Fund and budget cuts in Montana. Carole's speech was entertaining, challenging, and inspired participants to

"teach with passion."

The evaluations indicated that the conference was very successful in providing technical assistance and new instructional techniques to the participants.

METNET
Steve Meredith, Apple Macintosh Computer Specialist
444-3563

Free Hypercard resource available to educators

The Macintosh Lab at the Office of Public Instruction has a Hypercard 2.1 stack with easy-to-use searching capabilities that will enable teachers to create a list of Macintosh products to meet their needs.

The stack can help you quickly find information about more than 600 Macintosh products for teachers and administrators in K-12 schools. Each listing contains the following information:

- product description;
- publisher's name, address, and phone number;
- educator price (verify with publisher before purchase);
- grade levels;
- hardware and software requirements;
- items included with the software; and
- publishers policies.

For a free copy of the stack, send a self-addressed, stamped envelope with two 3.5-inch computer disks to the Mac Lab, Office of Public Instruction, State Capitol, Helena, MT 59620.

GENDER EQUITY
Pat Callbeck Harper, Specialist, 444-1952

Sexual harassment in our schools—an issue for the '90s

No, it is not just a problem in our workplaces. Sexual harassment and intimidation are present in our school hallways, classrooms, and extracurricular activities. In mid-November, Dr. Nan Stein, nationally prominent author and trainer in sexual harassment in schools, and I visited Montana high schools around the state. Our focus was on training small groups of high school students in sexual harassment prevention. What we heard from these students was important.

Students' knowledge of what is "okay," or flirting behavior, and what is "scary," or harassing behavior, is much more sophisticated than many adults might expect. What students did not know was that sexual harassment between students, between students and adults, and between adults is illegal in schools as well

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Wanted: ESEA Chapter 1 director

The Office of Public Instruction (an equal opportunity, affirmative action employer) is recruiting for an ESEA Chapter 1 Division administrator. The successful candidate for this position will exercise leadership and general supervision of state and school district Chapter 1 programs.

The qualifications for this position include extensive knowledge of philosophy, policy, laws, regulations, and rules governing ESEA Chapter 1; considerable knowledge of, and expertise in, supervisory practices; demonstrated skill and recent (within the last five years) extensive experience in administering state and/or school district ESEA Chapter 1 programs.

Applications will be accepted until the position is filled, and the target hiring date is March 1, 1992. Applicants must submit a completed and signed state of Montana application and completed application supplement. These materials are available from the personnel office of the Office of Public Instruction (406-444-3032 or 444-5718)

(Continued from page 12)

as the workplace. Few of them knew their district had a policy prohibiting harassment and providing for recourse. Some students were very clear that they did not think school administrators would do anything about a situation if students complained. They shared concerns both about peer (student-to-student) harassment and harassment of adult-to-student (teachers and staff).

The most prevalent forms of harassment described by students were "hostile environment," or offensive and demeaning sexual jokes, comments, gestures, phone calls and notes; and threatening nonphysical behavior. The experiences of these Montana students follows national trends.

We as administrators and educators have work to do in adopting policies; publishing these policies in age-appropriate language; training teachers, staff, students, and parents regularly; and acting promptly and fairly to interrupt harassment anywhere in school activities.

For more information about curriculum, resources, and legal guidelines, call the Gender Equity Office at OPI (444-1952 or 444-2410).

AIDS/HIV EDUCATION

Laurie Volesky-Kops,
Specialist, 444-3178

World AIDS Day will be observed on December 1, 1991, and National AIDS Awareness Day on December 2, 1991.

The spread of AIDS has shown us that it is impossible to live in isolation from the world community. We are part of one planet, one system. We must understand that disease and epidemics do not need passports or visas; they know no boundaries. The health of our people—young and old—is inseparably tied to the health of people throughout the planet, and we must join together in the 1991 World AIDS Day theme, "Sharing the Challenge."

There is disturbing evidence that after nearly a decade of public information, messages are not getting through. Evidence suggests that huge numbers of people remain confused or ignorant of the facts about HIV/AIDS. In the United States, for example, the world's largest health information telephone service, National AIDS Hotline, receives some 3,000 calls per day from members of the public wondering whether they can catch AIDS through shaking hands, from toilet seats, from being served popcorn or ice cream by an HIV-infected person, or by any one of a huge variety of casual encounters with the virus.

A recent report from the federal government's National Center for

Health Statistics—which has, since 1987, been conducting an ongoing survey among 100,000 adults on their knowledge about HIV/AIDS—revealed that high percentages of adults knew of the three main modes of HIV transmission, but many were less sure about activities that held no danger. Thus, 87 percent were certain of the fact that HIV can be transmitted through sexual contact, 95 percent knew about the risk involved in needle-sharing between drug users, and 85 percent knew that the virus can be passed from an infected pregnant woman to her baby.

Sadly, however, only 55 percent were certain that eating in a restaurant where the cook was HIV-positive posed no threat; 53 percent were unsure whether the virus could be transmitted through a cough or a sneeze, and 57 percent had misgivings about mosquitoes and other insects as possible vectors of the virus.

This state of affairs may reflect ordinary communication problems. For example, it is possible people are receiving conflicting messages from the many different sources of information, that they are rejecting even truthful information because they do not trust the source, or that information is, quite simply, poorly packaged. Besides, the idea of risk is one of the most difficult concepts in health education.

Whatever the reasons for failure, the lessons are clear: The degree of ignorance and misunderstanding of the facts concerning HIV/AIDS should never be underestimated. There can be no relaxation in the effort to educate and inform.

For more information on the facts of HIV/AIDS and HIV/AIDS education, please contact the Office of Public Instruction HIV/AIDS Education Program at 444-1964, or contact the OPI HIV/AIDS education trainer in your regional area.

AUDIOVISUAL LIBRARY

Jim Meier, Supervisor
442-3170

The following new video titles have been added to the Office of Public Instruction's Audiovisual Library. You may schedule these materials either through your school's film coordinator or by calling me.

Gifted education

21069: **Teaching Skills in the '90s: Questioning Makes the Difference.** From the Teaching Skills for the '90s series, this video explores the types of questions educators use in the classroom and those that teachers can and should use to stimulate high-level thinking. 113 minutes.

21070: **Teaching Skills in the**

'90s: Strategies & Activities to Simulate High-Level Thinking. Also from the Teaching Skills for the '90s series, this video is a workshop in which Nancy Johnson interacts with the audience to illustrate ways of stimulating high-level thinking. 180 minutes.

Science

21071: **I Need the Earth & the Earth Needs Me.** Designed to instill a sense of connection between the viewer and the earth and to stimulate interest in learning more about the environment. 20 minutes.

Traffic Education

21072: **It's a Matter of Time.** This is Tape 1 from the Ford Motor Company Driver Education series. It reveals that driving is a mental and social activity. Shows that being courteous, driving defensively, and having a good mental attitude are essential when operating a motor vehicle. 14 minutes.

21073: **On the Streets.** Tape 2 from the Ford Driver Education series. Shows visual habits drivers must develop such as being aware of blind spots and looking ahead through the windows of the car ahead. 12 minutes.

21074: **Taking Care of It.** Tape 3 from the Ford Driver Education series. Shows the function of warning lights and what to do if a warning is indicated. Relates preventive maintenance procedures for automobiles and the proper procedure to jump-start a dead battery. 11 minutes.

21075: **When the Sun Sets.** Tape 4 from the Ford Driver Education series. Reveals the principles of night driving. Windshield maintenance, wiper blades, headlight maintenance, and avoiding drunk drivers and weaving cars are discussed. 8 minutes.

21076: **When the Pavement's Slick.** Tape 5 from the Ford Driver Education series. Shows driving procedures used in inclement weather, including following distances, drying out wet brakes, and tire hydroplaning. Discourages use of cruise control on slippery surfaces and discusses use of headlights when experiencing reduced visibility. 11 minutes.

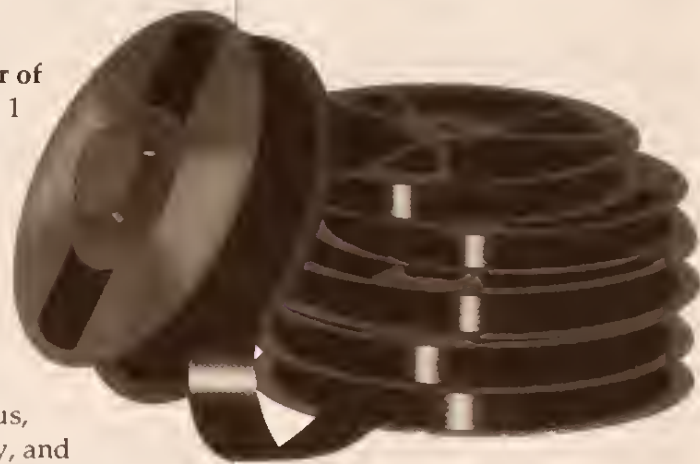
21077: **On the Freeway.** Tape 6 of the Ford Driver Education series. Shows that freeway driving utilizes the same skills as city driving, how to enter a freeway and merge with traffic, how to exit a freeway, how to flow with traffic, changing lanes, and allowing faster-moving vehicles to pass. 12 minutes.

21078: **The Little Things.** Tape 7 of the Ford Driver Education series. Shows common mistakes

experienced drivers make, such as stop sign errors, failure to look left and right at stop lights, failure to use seat-belts, failure to adjust mirrors, failure to perform simple maintenance checks, and other driver errors. 8 minutes.

21079: **Getting Ready For the Prom.** Tape 8 from the Ford Driver Education series. Reviews highlights from the first seven tapes. Relates that driving is both fun and a responsibility. 11 minutes.

21080: **Helmet Laws: Whose Freedom.** When motorcyclists crash, the results can be disastrous, especially when there is a



brain injury. This video illustrates the consequences of riding without a helmet. 8 minutes.

21081: **Car Care Automotive First Aid & Safety.** This video is designed in two parts: 1) Basic Car Care, and 2) Safety and Automotive First Aid. Maintenance of all major automotive systems is covered in detail. 26 minutes.

INDIAN EDUCATION

Bob Parsley, Specialist
444-3013

Coming attractions

Two important events are coming up in 1992: April 6-8—Montana Indian Education Association Convention, Billings; and June 7-12—Montana Institute for Effective Teaching of American Indian Children, Missoula. Contact me for more information.

LIBRARY MEDIA

Lorrie Monprode-Holt,
Specialist, 444-2979

Call for American Indian core library collection

The Office of Public Instruction would like to develop a core collection listing for books and media relating to American Indians and, specifically, to Montana Indians.

If you would be interested in working on this project or have titles you would like to recommend, please contact me. There will be a need for people to review work of both printed and nonprinted materials.

Listings in the Bulletin Board do not necessarily imply an endorsement by the Office of Public Instruction.

STUDENT CONTESTS

Peace essay contest

The recent Gulf War raises important questions about the use of force in international conflicts. The U.S. Institute of Peace invites students in grades 9-12 to explore these issues by participating in the National Peace Essay Contest.

The top three essayists will receive college scholarships of \$10,000, \$5,000 and \$3,500. Each first-place state winner will receive a scholarship of \$500 and an all-expense-paid trip to Washington, D.C., for the week-long awards program in June 1992.

Deadline for entries is February 14, 1992. Register to receive the official contest kit and application by contacting Nan Kyle, U.S. Institute of Peace, 1550 M Street, NW Suite 700, Washington, DC 20077-2187 (202-457-1700).

MADD poster-essay contest

The theme of the 1992 Mothers Against Drunk Driving (MADD) poster/essay contest is "Make All the Right Moves—Drive Sober!" The poster contest is open to students in grades 1-12; the essay contest is for students in grades 4-12. Entry deadline is March 6, 1992. Contact MADD Poster/Essay Contest, 511 E. John Carpenter Freeway, Suite 700, Irving, TX 75062.

PROFESSIONAL DEVELOPMENT

Summer study in England

A nine-credit graduate-level course for K-12 teachers and administrators takes you to Oxfordshire, England, June 25 to July 23, 1992. Cost is \$3,595. Deadline for deposit is March 1. Contact Dr. Marian Tonjes, College of Education, Western Washington University, Bellingham, WA 98225 (202-676-3337 or 733-5580).

South-of-the-border ecology courses for teachers and students

Save The Rainforest, a nonprofit group, offers ecology courses and other resources for teachers and students. Next summer, 420 participants will take part in 21 courses in Costa Rica, Belize, Mexico, and the Amazon. Two of the courses are designated for teachers only.

This U.S.-based organization also offers a teacher's guide to environmental action, including ecological information and classroom projects. Contact Save the Rainforest, 604 Jamie St., Dodgeville, WI 53533 (608-935-9435).

SCHOLARSHIPS/EXCHANGES

Scholarships for Montana students

Epsilon Sigma Alpha, an international service organization, offers scholarships for Montana high school seniors and college students. For information and application forms, contact Beverly Ellingson, Foundation Counselor for Montana, 2522 Lillis Lane, Billings, MT 59102.

Rural educator scholarships

Three \$500 scholarships will be awarded for rural educators who work with students with disabilities or who are "retooling" from a regular education career to work with students with disabilities. The scholarships allow teachers to pursue education that would not otherwise be affordable within their districts. Contact Dr. June Lemke, University of Redlands, College of Education, Larson Hall, Redlands, CA 92373 (714-793-6163).

U.S.-Mexico exchange opportunity

Youth For Understanding (YFU) International Exchange is recruiting 25 U.S. high schools for a project to enhance U.S.-Mexico understanding through teacher training, curriculum development, and student exchanges.

Through a grant from the W.K. Kellogg Foundation, YFU is establishing a network of U.S. schools that will offer a special focus on Mexican culture. One teacher from each school will travel to Mexico during the summer. The teachers will receive cross-cultural training and classroom materials for use throughout their school districts.

Participating schools will host Mexican exchange students and encourage their students to participate in YFU exchange programs in Mexico.

Applications are due April 1, 1992. Applications are available from Carolyn Morse, Project Manager, Youth for Understanding International Exchange, 3501 Newark St. NW, Washington, D.C. 20016 (1-800-424-3691).

RESOURCES

Free Kidsrights catalog

Kidsrights is a comprehensive source for education and prevention materials in the fields of children's rights and family issues. Topics include self-esteem, child abuse, abduction and molestation, teen rape, suicide, sexually transmitted diseases including AIDS, divorce, step-families, adoption, family violence, discipline, conflict resolution, and gifted and special needs children.

The catalog features over 1,000 educational tools. For a free catalog, contact Kidsrights, 3700

Progress Boulevard, Mount Dora, FL 32757-2225 (1-800-892-5437).

Women's history resources

The National Women's History Project has many resources for teaching women's history, including sets of photos showing outstanding women in mathematics and science, women and the constitution, and the women's suffrage movement. The project also has materials featuring black women that can be included in lessons for February's Black History Month. Order the Black Women's History catalog or the complete Project Catalog by contacting National Women's History Project, 7738 Bell Rd., Windsor, CA 95492 (707-838-6000).

Black contributions to science

The American Chemical Society offers a new educational video called "Tracing the Path—African American Contributions to Chemistry in the Life Sciences." This 18-minute video shows students that people of African heritage have had a long history of significant achievement in important scientific fields and that work in science is an exciting and realistic option in their future. Cost is \$10. Contact the American Chemical Society, 1155 16th St. NW, Washington, D.C. 20036.

AWARDS

Awards for exemplary rural special education programs

The American Council on Rural Special Education (ACRES) sponsors an award competition for exemplary rural special education programs. Nomination forms are available by writing Dr. Bonnie Staebler, Coordinator, ACRES Exemplary Award Programs, Western Oregon State College, Monmouth, OR 97361 (503-364-9698).

Distinguished principal nominations

Does your elementary or middle school principal deserve national recognition? Nominate her or him for the National Distinguished Principal award. Principals may be nominated for this honor by superintendents, teachers, school board members, or they may nominate themselves.

For an application, contact School Administrators of Montana, 1 S. Montana, Helena, MT 59601; or Jo Swain, President, Montana Association of Elementary and Middle School Principals, Poly Drive School, 2410 Poly Drive, Billings, MT 59101.

PEN PALS

Pen pal network

The Friends Forever School Pen

Pal Network is a network of teachers from all over the country seeking to set up pen pal relationships for their students. Participating teachers are listed in the network according to grade and/or special interests. Contact Liz Fader, Director, Friends Forever School Pen Pal Network, 160 W. 87th St., New York, NY 10024.

Soviet correspondence

Would you or your students like to correspond with counterparts in the Soviet Union? Retired teacher George Sherry of Missoula has visited and corresponded with School No. 277 in Moscow and has friends there who could link you with Soviet correspondents. Write to Natasha Basik at the following address:

U.S.S.R.
129323 Moscow
Snezhnaya Street, 14-2-24
Basik, Natasha

BUY/SELL

Surplus copiers for sale

The Montana Property and Supply Bureau is offering the following surplus copiers for sale:

1. IBM III-60 copiers (eight each): three-year maintenance agreement available; good condition; five copiers have semiautomatic document feed, semiautomatic duplex, 20-bin collator, reduction; three copiers have automatic document feed, semiautomatic duplex, 20-bin collator, reduction; price—\$1,500 each.
2. Xerox 1055 copiers (four each): good condition; price—\$500 each.
3. Xerox 1075 copiers (one): good condition; price—\$3,200.

For more information, contact Kay Roos, Program Specialist, Property Supply Bureau, 930 Lyndale Ave., Helena, MT 59620-0137 (444-4514).

Wanted: used playground equipment for Amsterdam

Amsterdam School (K-6) is looking for used playground equipment in good condition.

Amsterdam's students raised \$2,000 for equipment by selling chocolate bunnies, and they are interested in a wide variety of playground equipment: merry-go-rounds, teeter-totters, volleyball standards, wooden units with swings and bridges, monkeybars, or just about any kind of equipment.

Contact Vicki Kebschull, 8120 Churchill Rd., Manhattan, MT 59741 (282-7355, home; or 586-1995, work).

Modem for sale

The Lima school district has a brand new, unused Macintosh modem for sale. The district paid \$137.50 for the modem but is willing to deal. If interested, contact Dale Huhtanen of the Lima school district at 276-3571.

Calling all art teachers

The Office of Public Instruction is looking for art teachers who are practicing artists to display their art work for a few months at the Office of Public Instruction offices in the state capitol. If you are interested, please contact Thea Van Nice, OPI (444-5658).

Schools Laws 1991

After many hours of collating, indexing, and printing, the Office of Public Instruction is now taking orders for *School Laws 1991*. Order forms for the publication have been sent to each school. For ordering information, call Del Ruggles at OPI (444-3148).

Dropout prevention grants available

The National Foundation for the Improvement of Education (NFIE) is seeking grant proposals for the 1992-93 school year. The NFIE is offering grant assistance of up to \$25,000 for two years to teachers who have designed and will implement programs to help reduce the dropout rate in our nation's schools.

The deadline for grant applications is February 17, 1992. For information and guidelines, contact NFIE, 1201 16th St., Washington, D.C. 20036 (202-822-7840).

Ordering the Directory of Montana Schools

The *Directory of Montana Schools 1991-92* is hot off the presses. Each school will receive, free of charge, one copy for the responsible school official plus one for the library or some other location readily available to teachers.

Mandatory budget cuts this year have limited the Office of Public Instruction's ability to buy additional copies of the publication and make them available at a reduced price. However, OPI has arranged for educators to order additional copies directly from the printer for \$5.50.

You can order these by writing the Printing Center, 117 9th St. No., Great Falls, MT 59401, or by calling (toll-free) 1-800-735-7007.

Eagle viewing

The Montana Department of Fish, Wildlife and Parks (FWP) invites you and your students to visit the new visitor's center and eagle viewing site at Canyon Ferry Lake near Helena when the eagles arrive this winter.

Although some nesting eagle pairs remain in Montana year-round, the winter population is supplemented by migrants from Canada. Most bald eagles spend the winter along major rivers feeding on fish and waterfowl.

The number of bald eagles observed during the annual mid-winter statewide survey has ranged from 350 to 650 birds. At the Canyon Ferry site, as many as 250 have been counted.

Bald eagle managers have developed recommended management zones to help maintain and preserve roosting areas. Riverside Campground, located below Canyon Ferry dam, is one of those areas.

If you are interested in bringing students to observe the eagles in their natural environment, FWP may be able to schedule a biologist to meet you at the site. Contact the Department of Fish, Wildlife and Parks at 444-4720 to reserve a date and time.

Arts fellowships

The Council for Basic Education is offering Arts Education Fellowships to K-12 classroom teachers, curriculum specialists, and professional artists.

This program for self-directed, independent study will respond directly to the needs of arts teachers to grow in knowledge and expertise. Fellows will spend between four and six weeks of summer 1992 in independent, self-directed study of the arts.

If your answer is "YES!" to any of the following questions, you may be successful in obtaining one of the 23 fellowships to be awarded:

- Have you ever wanted to combine your studio knowledge of fine arts with critical analysis, aesthetics, history, and philosophy of the arts?
- Is there a link between the visual arts and literature or music you wish to explore?
- Would you like to work or study with a master musician or teacher to prepare a music recital of unfamiliar repertory?
- Would you like to participate in a theatre production?
- Do you need time to work in water colors or to improve skills in writing poetry?
- Would you like to study the pottery or weaving styles of several Native American tribes?

The fellowships offer a \$2,800 stipend plus a \$200 grant to the teacher's school for related materials. For more information, contact Arts Education Fellowships, Council for Basic Education, 725 15th St. NW, Washington, D.C. 20005. You may call the council at (202) 347-0925 or fax their offices at (202) 347-5047. Completed applications must be postmarked by January 24, 1992. Request your application today!

Ethics for educators

In July of 1990, after a two-year process of research, drafting, and hearings, the Montana Certification Standards and Practices Advisory Council adopted a Code

of Ethics for Montana Educators.

The council gave copies of the code to county superintendents and asked them to distribute them to all teachers in their counties, hoping the code would encourage dialogue about ethical standards.

That dialogue is now taking place in the Billings school district, according to Billings Superintendent Dr. Peter Carparelli. The district's newsletter features one ethical principle per issue, along with discussion questions. Teachers are asked to reflect on each principle and discuss it with other educators.

Bonnie Speare, chair of the

Certification Standards and Practices Advisory Council, said the council is pleased with this use of the code and would like to know how it is being used in other districts. "The council will review the code in January," Speare said. "All comments on the code will be considered by the council. If revisions are recommended, the council will carefully consider those suggestions."

If you have comments on the code or would like a copy, contact Kathleen Harrington, Council Administrator, 33 S. Last Chance Gulch, Helena MT 59624 (444-6576).

STATISTICS CORNER

1990 census shows changes in Montana public school enrollment, population

What does the 1990 census mean to you as a Montana educator? For one thing, the census indicates how public school enrollment has changed over the decade, shows where the changes occurred, indicates how staffing needs to be adjusted, and suggests what we can expect for this new decade.

In general, census figures show that elementary enrollment increased over the 1980-1990 decade, with the biggest increases in the earliest grades. High school enrollment, meanwhile, decreased.

What does the future hold? Since the state's birth rate has declined, and the current elementary students will move on to high school, the next decade may show the reverse trend (all other things being equal): Elementary enrollment will decline; secondary enrollment will increase.

Montana public school enrollment 1980-1990

Level	Increase/decrease
Elementary	+5.3%
K-3	+8% to +16%
4-5	+1%
6-8	-3% to +3%
High School	-15.6%
9	-6%
10	-15%
11	-21%
12	-22%

Fewer births mean fewer elementary students this decade

Live births in Montana increased from the mid-1970s to the mid-1980s, which was reflected in the expanded numbers entering kindergarten and first grade during the 1980s. However, from 1984 to the end of the 1980s, the birth rates declined by 17.5%.

When the birth rate is used as the primary impactor of enrollment, the elementary enrollment is projected to decline throughout the 1990s to below the 1980-81 level. High school enrollment will continue to grow in the 1990s as the current elementary classes impact the upper grades. However, the high school totals will not exceed the enrollment of the early 1980s.

Where the state's population and enrollment changed

Of Montana's 56 counties, only 17 gained population over the decade. Five of those counties (Lake, Big Horn, Glacier, Roosevelt, and Rosebud) include Indian reservations with rapidly increasing birth rates.

The 10 smallest counties in Montana decreased in population over the decade. The percentage of decline ranged from two percent to 26 percent. The smallest county, Petroleum, lost 21 percent of its population, from 655 to 519.

Of the 10 largest counties in Montana (Yellowstone, Cascade, Missoula, Flathead, Gallatin, Lewis & Clark, Silver Bow, Lake, Hill, Lincoln) six gained population over the decade while four lost (Cascade, Silver Bow, Hill & Lincoln).

Elementary enrollment increased in nine of the 10 largest counties, with increases ranging from 1.4% in Lincoln to 26.1% in Gallatin; enrollment declined by 17.5% in Silver Bow County. High school enrollment declined in all 10 counties, with declines ranging from 4.9% in Gallatin to 32% in Silver Bow.



Celebrating diversity

(Continued from page 6)

school day, allowing time to plan and meet in teams. Several Montana districts have compensated teachers who engage in summer planning sessions for students who will be mainstreamed during the following year.

Collaborative teaching

The special educator's participation is an essential component of the mainstreaming process. As special educators assume the role of "collaborative consultants," they offer many kinds of support to students with disabilities and their teachers in regular classes.

The Corvallis school district has made a commitment to educating students with all levels of disabilities in regular classrooms. Last year, the district moved all special education students into regular classes, with the exception of any students who might require specific pull-out programs.

In Corvallis, the special educators consider themselves "case managers" for their students with disabilities. They do not split their roles as self-contained and consulting teachers, which they feel would be logistically impossible. Rather, they serve their students primarily within regular classes. They find the support of teacher assistants in regular classes is critical to the success of their program.

Special educators use three approaches to collaborative consultation. The first is a consultative approach, in which special educators share information concerning the student's abilities and learning style, and make recommendations concerning appropriate instruction and evaluation methods.

The second method is cooperative teaching, in which the special education teacher shares in teaching the content of the class or supplements the content. For example, the regular and special education teachers might teach a biology lesson together using direct instruction and cooperative learning groups; or the special educator might teach study skills to all the students (supplementary teaching).

The third approach is tutorial, directed at helping mainstreamed students reach their individual-

ized education plan goals within the regular class setting.

Capital High School in Helena is piloting a mainstreaming project that consists of four teaching teams in the subjects of American history, earth science, world cultures, and basic foods. The regular educator on the team focuses on the subject content, while the special educator and, in one case, a reading specialist, determines which instructional delivery system would be most beneficial to the mainstreamed students. The special educator may suggest three or four strategies to be used during a given lesson. Students requiring special education (mostly those with learning disabilities and behavior problems) are distributed into classes, with no more than five or six mainstreamed students to a class.

The students with disabilities are not the only beneficiaries of this approach, notes Capital's principal, Dwight Moose. On one occasion, prior to a test, students in a mixed class were given a choice of reading the test themselves or having a teacher read the test to them in the back of the classroom. Although the intention was to assist the three mainstreamed students in the class, about half the class moved to the back of the room! Alternative instructional deliveries are likely to profit a great diversity of students, many of whom need extra support but have "fallen through the cracks" in the past.

Celebrating diversity workshops available for teachers

The Montana Developmental Disabilities Planning and Advisory Council and the Division of Special Education at the Office of Public Instruction have jointly funded a project to develop training materials and workshops on cooperative learning and strategies for mainstreaming. The materials and workshops will be offered throughout Montana beginning in late spring of 1992.

—Author JoAnne Putnam is an associate professor in the School of Education, University of Montana. She currently is working with five national authors on a book for teachers on cooperative learning and strategies for mainstreaming, and is developing an inservice module on the same topic.



December

- 3: Special Education Funding Commission meeting, OPI, Helena
- 5-6: Board of Public Ed. meeting, Helena
- 6-10: American Vocational Assoc., Los Angeles—Bob Nelson, 378-2502
- 10: Special Education Child Count due to OPI

January

- 16-17: Board of Public Ed. meeting, Helena

February

- 1 Love to Read Month—June Atkins, OPI, 444-3664
- American History Month
- Black History Month
- 2-3: Mont. Assoc. of Secondary School Principals Midwinter Conference, Lewistown—442-2510
- 5-7: Mont. Assoc. of Elementary & Middle School Principals Convention, Billings—442-2510
- 9-15: Business Professionals of America Week & Vocational Education Week—Marion Reed, OPI, 444-4454
- 14-17: Western Business Education Assoc.—Trudy Formanek 748-2920

March

- Music in Our Schools Month
- National Nutrition Month
- National Women's History Month
- Youth Art Month
- 1-7: National Foreign Language Week—Duane Jackson, OPI, 444-3129
- 15-17: Fourth Annual Distance Learning Conference, Billings—Lynne Longmire, OPI, 444-1625
- 19-20: Joint Board of Public Ed./Board of Regents meeting, Helena
- 19-20: MASCD Conference, Bozeman—Bryan Dunn, 585-1548

April

- 3-4: Business Education Forum, Helena—Marion Reed, OPI, 444-4454

- 6-8: Montana Indian Education Association Convention, Billings—Marg Perez, Ft. Belknap, 353-2203
- 7: World Health Day—Laurie Volesky-Kops, OPI, 444-3178
- 8-10: Mont. Assoc. of Secondary School Principals Conference, Bozeman—School Administrators of Mont., 442-2510
- 9-10: Montanans Caring for Kids Conference, Kalispell—Judy Birch, OPI 444-5663
- 15-18: National Business Assoc., Boston—Trudy Formanek, 748-2920
- 20-24: Advanced Driver Education workshops, Lewistown Driver Education Facility—Curt Hahn, OPI, 444-4432
- 23-25: Mont. Assoc. of School Administrators, Helena
- 26-28: OPI/MTEA Traffic Educator's State Conference, Park Inn, Lewistown—Curt Hahn, OPI, 444-4432
- 29-May 1: Montana's 1992 Conference on Special Education, OPI, CEC, EMC, Sheraton Inn, Billings

May

- Motorcycle Awareness Month—Jim Bernet, OPI, 444-4569
- 3-7: International Reading Conference, Orlando, FL—June Atkins, 444-3664
- 4-5: Board of Public Ed. meeting, Helena
- 6-9: Montana Home Economics Association, Kalispell—Thora Aldrich, 245-4331

June

- 7-12: 4th Annual Montana Institute for Effective Teaching of American Indian Children, University of Montana—Bob Parsley, OPI, 444-3013; Dr. Murt McCluskey, Great Falls, 727-1101; or Dr. Jerry Long, U of M, 243-4911
- 12-August 22: Advanced Driver Education workshops, Lewistown Driver Education Facility—Curt Hahn, OPI, 444-4432
- 15-19: Montana Agriculture Education Teachers Update Conference, Forsyth—Leonard Lombardi, OPI, 444-4451
- 25-26: Board of Public Ed. meeting, Helena

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